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ABSTRACT

The current phase of the Ways to Improve Education in Desegregated Schools (WIEDS) project is described in this final interim report. In 1981, the project sought to develop, test, and produce a model and set of guidelines for more effective inservice teacher education in desegregated schools. The goal, design, and methodology (including information collection procedures) of the project are described, and a list of implications (in a summarized format) follow each of these major findings: (1) desegregation increases achievement gains and positive self concepts of minority students and positive racial attitudes among all students; (2) desegregation is most effectively accomplished when it is publicly affirmed; (3) student improvement is promoted when children are supported by staff and accepted by peers; (4) relatively few educators have received cross-cultural training; (5) appropriate racial-relations training positively affects desegregation outcomes; (6) needs assessment is important for the planning and evaluation of inservice training; (7) broadly based collaborative planning and decision making improve inservice education; (8) school districts should have clearly defined budgets that realistically reflect the resources and funds needed for inservice education; and (9) rigorous and ongoing evaluation improves the effectiveness of inservice training. Appended to this report are the results of a pilot evaluation of the WIEDS model and guidelines; a detailed report on the WIEDS project; and an annotated list of resources on desegregation, multicultural education, and inservice training. (Author/ML)

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# FINAL INTERIM REPORT

## PROJECT: WAYS TO IMPROVE EDUCATION IN DESEGREGATED SCHOOLS (WIEDS)

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# TABLE OF CONTENTS

Page

I. INTRODUCTION. . . . . . . . . . . . . . . . . . . . . . . . . 1

A. Goal and Overview . . . . . . . . . . . . . . . . . . . . 1

B. Objectives. . . . . . . . . . . . . . . . . . . . . . . . 2

C. The Problem . . . . . . . . . . . . . . . . . . . . . . . 2

II. DESIGN AND METHODOLOGY. . . . . . . . . . . . . . . . . . . . . 3

III. FINDINGS, CONCLUSIONS, AND IMPLICATIONS . . . . . . . . . . . 8

APPENDICES

1. EVALUATION QUESTIONNAIRE AND PILOT TEST RESULTS

2. WIEDS PROCESS MODEL AND GUIDELINES FOR INSERVICE EDUCATION (with Recommendations for Reading; References)

# I. INTRODUCTION

## A. Goal and Overview

The goal of Ways to Improve Education in Desegregated Schools (WIEDS) is:

> To establish a regional base of information concerning successful strategies and the remaining need areas in desegregated schools as identified by students, community persons (parents included), teachers, principals, and selected central office personnel, in order to conceptualize and produce a set of inservice training/staff development guidelines and models.

In its Phase I literature review and its Phase II analyses of the Commission on Civil Rights case studies and the NIE desegregation ethnographies, the WIEDS Project reported numerous desegregation needs and strategies as found in more than 500 books, articles, research documents, reports, and position papers. Project WIEDS' Phases II and III developed more information related specifically to schools in its region, in a questionnaire survey returned by 140 central administrators, and interviews of 193 central and building administrators, teachers, students, and parents and other community representatives. During these three phases WIEDS developed most of its data base of information on: (a) strategies successful in improving race relations and promoting a school atmosphere where all children can learn and (b) remaining needs. Also in Phase III, the Project developed criteria for evaluating inservice education (IE) programs, and analyzed the programs of fifteen selected desegregated school districts. Since its Phase III ended in November, 1979, WIEDS has continued to add to its data base by reviewing relevant desegregation and inservice literature while focusing on its FY 81 objectives.

## B. Objectives

The objectives for FY 81 were:

1. To develop and test the model and guidelines for IE.
2. To produce a finished set of a model and guidelines for IE.

## C. The Problem

It seems clear that: (1) the current state of IE practice is generally in need of improvement, (2) more research in IE is needed, especially in regard to desegregation/integration and bilingual education, (3) more broad conceptualizations of IE models are necessary, (4) much is known about sound principles, or guidelines, for effective IE, (5) a great deal can be done to help provide equal educational opportunity for all children, (6) much is known about why desegregation went well in some communities and not in others, and (7) IE is important in facilitating the desegregation/integration process.

A broad, flexible model for IE is needed, particularly one which can be used by schools and districts to facilitate desegregation/integration. To meet the needs of local schools, the model should be comprehensive enough to provide practitioners and decision-makers with guidance through the components and elements essential to an effective training program. The model must at the same time anticipate variety in local desegregation-related conditions and needs and be adaptable to them. A set of practical, succinct, logically organized guidelines is needed to accompany the model.

## II. DESIGN AND METHODOLOGY

To develop a model and guidelines for schools' IE to facilitate desegregation/integration, WIEDS staff:

1. Reviewed and analyzed IE and desegregation/integration literature.
2. Identified and compiled information about models and guidelines for desegregated and non-desegregated school settings.
3. Analyzed WIEDS data base and experience for new concepts of IE models and guidelines.
4. Synthesized concepts from literature review, existing models and guidelines, and WIEDS' data base and experience.
5. Drafted prototype model and guidelines.
6. Solicited from practitioners in desegregated settings an evaluation of the prototype model and guidelines.
7. Revised the model and guidelines.

During the period from December 1, 1979 through November 30, 1980, more than 900 books, articles, papers, abstracts, and other items pertaining to IE were reviewed and analyzed by WIEDS staff. Items not already in their possession were sought through computer searches and manual searches. The computer search data bases included: (1) Sociological Abstracts, (2) Psychological Abstracts, and (3) Education Resources Information Center (ERIC), 1968-1979. Descriptors used in the computer searches included:

(1) Desegregation
(2) Integration
(3) Integration Methods
(4) School Integration
(5) Racial Integration
(6) Classroom Integration
(7) Inservice Education
(8) Multicultural Education
(9) Multicultural Curriculum
(10) Bilingual Education
(11) Bilingual Curriculum
(12) Staff Improvement
(13) Teacher Improvement
(14) Inservice Teacher Education
(15) Inservice Programs
(16) Teacher Workshops

Manual searches disclosed additional relevant titles. The principal sources searched manually included: (1) *ERIC Index*, (2) *Current Index to Journals in Education* (CIJE), (3) pertinent items referenced in works located in other searches, (4) a number of periodicals not indexed in *CIJE*, especially those frequently containing IE or desegregation/integration content, and (5) the CITE (Coordinating Information for Texas Educators) Resource Center.

From information in the literature and WIEDS' findings in its survey, interviews, and analysis of plans/programs, an IE model and guidelines were drafted. This draft and a three-page questionnaire about it were sent to 32 potential reviewers. After follow-up phone calls and a second mailing, responses were received from 19 reviewers, whose ethnicity, sex, and locations/positions are shown in Table 1, below.

TABLE 1

Locations/Positions of Reviewers - I

| Sent | | Returned |
|---|---|---|
| 14 | LEA | 11 |
| (3) | CO Admins | (2) |
| (4) | IE Trnrs/Dirs | (3) |
| (3) | Prins | (3) |
| (3) | Tchrs | (3) |
| 4 | SEA | 2 |
| 8 | HEA | 2 |
| 5 | DAC | 3 |
| 1 | Regional Lab | 1 |
| 32 | | 19 |

## TABLE 1 (cont'd)

### Race and Sex of Reviewers

Female - 9
Male - 10
19

Anglo - 9
Black - 3
Hispanic - 5
Nat. Amer. - 2
19

### Geographic Location of Reviewers with Respect to SEDL Region

In - 13
Out - 6

Each of these reviewers is directly and actively involved in one or more of the following areas of desegregation-related activities: (1) classroom teaching, (2) school administration, (3) program monitoring, (4) multicultural education, (5) preservice and/or inservice training, (6) technical assistance to schools and state agencies, and (7) research. Responses from these reviewers were considered and revisions in the model and guidelines made accordingly.

Plans were then made for a more extensive review and pilot testing of the model and guidelines. Of the 46 educators selected for this review, almost half (20) had reviewed the earlier draft and suggested improvements. Responses were received from 36 reviewers in this second round. Their ethnicity, gender, and locations/roles are shown in Table 2, below.

## TABLE 2

### Locations/Positions of Reviewers - II

| | |
|---|---|
| LEA | 18 |
| CO Admins | (4) |
| IE Trnrs/Dirs | (5) |
| Prins | (4) |
| Tchrs | (5) |

TABLE 2 (cont'd)

| | |
|---|---|
| SEA | 2 |
| HEA | 6 |
| DAC | 2 |
| Attys & CR* | 8 |
| | 36 |

Race and Sex of Reviewers

| | | | |
|---|---|---|---|
| Female | 19 | Anglo | 14 |
| Male | 17 | Black | 14 |
| | 36 | Hispanic | 6 |
| | | Nat. Amer. | 2 |
| | | | 36 |

Geographic Location of Reviewers with Respect to SEDL Region

| | |
|---|---|
| In | 17 |
| Out | 19 |

*Attorneys and members of civil rights groups; 4 of 8 were both.

Twenty of these reviewers were also solicited to be liaison persons for the pilot test because of their roles as IE leaders and/or consultants in desegregated schools and because of their willingness to make an effort to pilot test the guidelines and model in at least one site. Pilot testing was carried out in seven LEAs. These sites are described in terms of setting and student ethnicity in Table 3, below.

TABLE 3

PILOT TEST SITES

| | Setting | Student Ethnicity |
|---|---|---|
| 1. | Rural | Black-White |
| 2. | Urban | Black-White |
| 3. | Urban | Hispanic-Black-White |

TABLE 3 (cont'd)

| | | |
|---|---|---|
| 4. | Urban-Suburban | Hispanic-Black-White |
| 5. | Urban | Black-White |
| 6. | Suburban | Black-White |
| 7. | Suburban | Hispanic-Black-White |

These sites varied in stage of desegregation from preparing for initial implementation, to having been desegregated for 11 years. One of the urban sites is a magnet high school. The liaison persons were Race-DAC staff members or IE coordinators in the LEA.

Test data were collected with an evaluation questionnaire (Appendix A) and interviews, by phone and in person, of liaison persons. Follow-up and monitoring telephone calls were made as deemed necessary and potentially helpful. On-site monitoring and interviews took place in the Austin and San Antonio areas. Test results are aggregated in Appendix A.

Test and review responses were generally quite positive, with a number of constructive suggestions for improvements (contained in Appendix A). Revisions were made in light of these suggestions and test results. The revised model and guidelines were then reviewed by three consultants experienced in IE planning, implementation, and evaluation and minor changes made according to their comments. The resulting prototype set of "Guidelines and Process Model for Inservice Education in Desegregated and Desegregating Schools" is attached as Appendix B.

## III. FINDINGS, CONCLUSIONS, AND POLICY IMPLICATIONS

The purpose of Project WIEDS is to help improve education in desegregated schools by developing a model and guidelines for more effective inservice education in those schools. To accomplish this, project staff sought information about strategies which are successful in improving education in desegregated/desegregating schools and about remaining related needs in the schools. This information was gained by (1) reviewing desegregation and inservice education literature, (2) analyzing the U. S. Commission on Civil Rights Desegregation Case Studies and the National Institute of Education Desegregated Schools Ethnographies, (3) surveying 148 central office administrators and General Assistance Center personnel, (4) interviewing 193 administrators, teachers, students, and parents and other community representatives, and (5) analyzing selected SEDL region schools' inservice education programs.

This study of the desegregation-integration and inservice education processes and literature leads to the following findings, conclusions, and policy implications.

A. It may reasonably be concluded that in an integrated setting: (1) academic achievement rises for the minority children while relatively advantaged majority children continue to learn at the same or higher rate, (2) minority children may gain a more positive self concept and a more realistic conception of their vocational and educational future than under segregation, and (3) positive racial attitudes by minority and majority students develop as they attend school together.

Implication: Desegregation should be approached positively and proactively by all decision-makers concerned, as it presents an opportunity to improve education and society.

B. Desegregation is most effectively and smoothly accomplished where it is publicly affirmed by local political, business, social, religious, and educational leaders and supported by communities who become positively involved in the desegregation/integration process.

There is apparently no general public understanding of what constitutes equal educational opportunities, thus there is no general public commitment to equal educational opportunities. Until there is such understanding and commitment, it will not always be easy for educational leaders to implement desegregation and integration.

Implication: Local leaders should take a public stand for desegregation and work to promote community involvement in the schools and communication between the community and its schools. As Gregory R. Anrig, Massachusetts Commissioner of Education, said when he challenged education leaders to take the lead in desegregation:

> It isn't easy. It isn't popular. There is little company out on the end of the political limb. But nothing in the Constitution says that the right to equal treatment under law depends on group consensus....[and] there is a need to promote quality integrated education once desegregation has been accomplished (Progress, Fall 1978).

C. The relationship between desegregation and improvement is conditional, and improvement in minority and non-minority education is promoted most in those schools where all children are supported by staff and accepted by peers.

Implications: Policy makers who affect preservice training, especially professional certification, could help improve education by establishing requirements and multicultural programs in higher education to prepare educators to be more effective in multiethnic schools.

D. Relatively few educators have received preservice training to recognize distortions of ethnic history and culture or to be sensitive to the self concepts of students from cultural backgrounds other than their own.

E. There is considerable research support for the hypothesis that appropriate race relations training and other effective IE activities positively affect the outcomes of desegregation.

Implication: Policy makers who wish to promote improvement in education will facilitate effective inservice for the total educational staff to help increase the awareness, sensitivity, knowledge, and skills to provide an atmosphere and support necessary for all children to achieve social and academic success.

Implication: Court judges, as policy makers in mandated desegregation cases, could improve desegregation outcomes by including in their decisions effective guidelines and models for appropriate IE.

F. Needs assessment appears to be important for planning and evaluating inservice training. Many districts nevertheless have no formal needs assessing in their IE.

Implication: Inservice planners should be encouraged to follow a systematic needs assessment in order to plan effectively for training audiences, content, activities, and evaluation.

G. Broad-based, collaborative planning and decision-making appears to improve the quality of IE. Training effectiveness seems to benefit from: (1) improved quality input from multiple perspectives and (2) increased sense of participants' efficacy and "ownership" of the program.

Implication: Policy makers should encourage broad-based collaboration and participation in IE planning and promote the concept that decisions should be made on the basis of competence rather than position.

H. Activities of superintendents and principals are extremely important in determining the success of training and the implementation of innovations in their districts and schools. It appears that IE is more effective when explicitly supported and attended by district and building administrators. Inservice can help meet their own desegregation-related needs, and apparently the administrators' presence at training sessions encourages other staff by modeling desirable behavior and helping to "legitimize" the program.

Implication: The district's IE policy should encourage district and building administrators to support and attend inservice training to meet their own needs and to encourage others to meet theirs.

I. Staff commitment to IE is influenced by its promise of educational improvement and professional growth.

Implication: Policy makers should approach IE as learning for professionals and as a part of a larger program for improvement in the educational program of the school and district. IE should relate to the staff's everyday responsibilities and needs. This requires systematic needs assessing, clear goal-setting, involvement of the adult learners in identifying problems and solutions, and time and support to develop additional competence and

and confidence by acquiring new awareness, knowledge, and professional skills from competent trainers.

J. Allocation of adequate resources is important to IE. Inservice training appears to be as amenable to programmatic budgeting as any other carefully planned program. Unexpected IE needs sometimes occur, especially in early stages of or preparation for desegregation. The WIEDS survey indicates that solicitation of federal funds was one of the most effective administrative procedures to facilitate the desegregation process.

Implication: School districts should have clearly defined budgets which are realistic in terms of resources available and funds needed for the scope and breadth of their IE needs. Unanticipated needs should be budgeted for, and administrators should seek federal or other additional sources of funding.

K. Rigorous and ongoing evaluation improves the effectiveness of inservice training. This important component is one of the most neglected of inservice programs.

Implication: Policy makers can encourage more effective evaluation by helping to provide sufficient resources. It may be necessary to provide consultant assistance or other training to develop local expertise in evaluation procedures.

Clearly, inservice education cannot solve all education- or desegregation-related problems. But effective staff inservice programs for all school personnel is essential to help: (1) prevent negative classroom experiences which reinforce stereotypes and prejudices, (2) provide classroom atmospheres which encourage learning and interracial friendship and understanding, and (3) teach children to be culturally literate, preparing them for a full life in a multicultural society.

# APPENDIX 1

# EVALUATION QUESTIONNAIRE AND PILOT TEST RESULTS

## NARRATIVE RESPONSES/SUGGESTIONS FROM REVIEWERS OF PILOT TEST WIEDS GENERAL MODEL AND GUIDELINES FOR INSERVICE EDUCATION IN DESEGREGATED/DESEGREGATING SCHOOLS

### General Comments

- In fact, it is a first-class and most useful piece of work, and I look forward to its final publication.

- Many portions of this project will be helpful in my upcoming planning.

- It does look good.

- No improvements needed.

- We'll really need this type of help when we desegregate county-wide.

- The quality is of the highest order and I have no suggestions regarding how it may be improved.

- On the whole this model is quite useful, but for use by school personnel, I would hope that it could be condensed considerably. It is both theoretical and practical. Perhaps some theories may be condensed, making it more practical.

- I think your WIEDS model is very good.

- The staff did a very thorough job in the development of the guidelines and process model.

- This is a succinct and clear document. It has been my experience in planning inservice programs that no detail is too small to be ignored. You have done an excellent job of identifying processes and guidelines.

- I found WIEDS thorough, practical and, for the most part, consistent with my experiences in my current role (coordinator of IE, magnet schools).

### Introduction and Rationale

- More on rationale.

- Very well done.

- Introduction seems to be stressed more. Rationale not as strong as it could be.

- Could be improved somewhat; however, the level of complexity makes improvement difficult.

- More on importance of multicultural education in a racially isolated school, especially from benefit to students point of view.

- Sets good tone for rest of paper.

- Make more distinction between descriptive intro and the rationale. Only the last paragraph of this section begins to deal with rationale.

- At bottom of page one, "IE" by itself was unclear at first.

- A statement (paragraph) early on to tell what will be covered in this section might be helpful.

## Assumptions

- A basic staff development assumption must be that time is a critical element. Today's professional has very little time or guards it jealously.

- Excellent!

- No improvement needed.

- Assumption 2, define "full life," "interest...effectively" (page 3). Assumption 3, feelings of worth are predicated to some degree on society's views of the worth of that particular cultural background (pp. 3 and 4).

- Could be improved by showing the relationship between multicultural education, staff development, and effective desegregation efforts.

- It may need to be periodically reviewed in light of the changing political philosophies of federal and state agencies.

## Definitions

- Make definition of multicultural education more concise. Figures and illustrations very helpful.

- Suggested might be added that the reader scan the definitions for scope and then refer to them as terms occur in the guidelines. Figures 1 and 2 were particularly illuminating!

- "any personnel changes" might be expanded, i.e., personal, professional, etc.

- Definition on multicultural education is not very helpful. It raises more questions than it answers.

- I like using AACTE's, NCATE's definitions. Adds support but may not be necessary.

- I prefer the use of "gender" to "sex roles." I really dislike the definition of bilingual education--very patronizing and remedial instead of stressing bilingual education as a process of working with and developing two languages in students. What about English-speaking children who enter bilingual education to learn a second language?

- Need an explanation regarding multicultural education as promoter of psychomotor development.

- The relationship of power and prejudice to segregation and integration should be stated in the definitions. Segregation, for example, includes perceptions of superiority and concentration of power with the group who segregates.

- Not much room for improvement. As well done as I've ever seen.

- This section seems unecessary and could be deleted. If some needed, define the terms within the substantive contexts.

- 1. Certain legal terms might be followed by a one line definition or an example to clarify.
  2. Your Figure 1 is very fine work. It is excellent in clarity of relationships and positions.

- Condense. Too much philosophy goes with the definitions.

- Definition of inservice should be more specific. For example, is inservice a planned learning experience to improve instruction?

General Desegregation Guidelines

- Just get them to schools early enough.

- Excellent--simple and to the point.

- Good.

- Perhaps better stated in a list format.

- Take care to see that desegregation is not presented as a "salvation" for minority youth only!

- Some key phrases are exceptionally well stated and may need to be highlighted by print (Lines 13 and 14, Page 13, especially).

General Multicultural Education Guidelines

- Excellent--the use of "stew pot" vs. "melting pot" was a new thought for me.

- Excellent--especially section on attitude of teachers et al. affecting attitude of students. It's a key element--teachers don't even know how they discriminate.

- Somewhat dated research (1973; 74), but good reasons cited.
- Some reference should be made to the significance of the multicultural societal curriculum on students, staff, and community.
- Parents' involvement at the classroom level--it's been my experience that this has not made a significant difference. Staff development focused on problems of desegregation seems quite a negative approach.
- Restructure so that all weaknesses of related literature are presented. As it appears now, guidelines read more like problems. Restate to capture the idea of a guideline to practice. Also need elaboration--3 seems insufficient to me.
- I found the references somewhat lengthy and distracting to the thought flow.
- Add sources for how to accomplish what should be done.

General Inservice Education Guidelines

- Terrific--best we've seen.
- First sentence in this section seems awkward.
- Great!
- Well prepared--comprehensive.
- Need to incorporate societal curriculum in inservice education--as now written the model seems to be divorced from societal processes except for the local community; unrealistic approach in this increasingly media age.
- A minor point--No. 1 and 2 seem not to be as well stated as guidelines as No. 3.
- Very comprehensive.
- Really liked the development concept rather than the deficit concept.
- More might be added on the problem of "second generation" or re-infection desegregation.
- Excellent!
- Include where to find money to budget for IE.

Process Model--Planning Component

- Committees can follow--found useful.

- Add something to substantiate/document need for ice-breaker: boundary-breaker activities--you must lead a group of individuals to becoming a "team."

- Good.

- Delighted you included parents and community as a target audience.

- "Two principles" (p. 35) might need to come earlier in unit.

- Much too long. Much of what is said here is already stated earlier in paper.

- (may be improved) By forcing people to read it!

Process Model--Preparation Component

- Maybe repeat some from Planning; not sure.

- Good.

- Perhaps list or checklist the elements within each catetory, i.e., under catetories like--publicity, funding.

- Are there sequenced steps and time approximation which might be suggested?

- Add on page 43, local coordinators should arrange for the consultants to be paid if necessary.

- State alternative to the federally funded sources mentioned.

Process Model--Implementation/Delivery Component

- Again, maybe refer back to Planning, or restate....

- Good.

- Seems a bit truncated in comparison to other sections.

- Need more information, i.e., various delivery styles delineated.

- Information could use more specificity.

- Perhaps mention the Local Education Agency should demonstrate in a number of ways their continual commitment to the IE.

Process Model--Application/Adoption Component

- LoU [Levels of Concern] helpful.

- Thorough enough for me.

- Good.

- You could deal with one other type of staff resistance--simply don't see it as worth the extra effort.

- Too heavily weighted toward obstacles. Could use some more attention on effective means.

- Excellent comment on true situation.

- I am not sure how figure of LoU theory fits in--may be better if left out.

- The relationship between failure in school desegregation/integration and low student achievement should be expanded. The section on improving student achievement could be expanded also.

Process Model--Evaluation Component

- Helpful in schools.

- No response! I have a mental block about evaluation.

- May be improved by including "what happens next?"

- Good.

- Confused me--a bit too complex. Could be a bit more practical with examples.

- Seems to equate "evaluation" with "measurement." Needs more specificity on useful evaluation techniques rather than the current heavy emphasis on methodology and measurement.

- This section stands up to the others in exactness and conciseness.

- They may be helpful and necessary, but I had trouble getting through Figures 7 and 8.

References

- Too long. Put in sections.

- Perhaps more state/local references.

- Should include the Iowa Dept. of Public Instruction material on multicultural education.

- Add AACTE (Volume 4) Guidelines, 1981.

- See my attached two bibliographies for possible additions.

- Fewer references, categorized and annotated.

- The quantity is impressive, but without annotations it's impossible to comment on quality.

- Maybe use a key to signify by topics (such as #5 = evaluation references).

- Very comprehensive.

- Comprehensive and up-to-date.

Recommendations for Further Reading

- Just pick few best and annotate.

- Annotations of course.

- Divide into: Theory, Practice, Guidelines, or something along that line.

- Select from many entires 8-10 you consider primary references. List these under such a section label along with annotations.

- Very current.

- Very comprehensive.

## SUMMARY OF RESPONSES TO

### EVALUATION QUESTIONNAIRE
for
WIEDS General Model and Guidelines
for
Inservice Education in Desegregated/Desegregating Schools

N = 36

The WIEDS staff appreciates your taking time to help improve its Model and Guidelines for inservice education in desegregated/desegregating schools.

### INSTRUCTIONS

The items below are arranged sequentially to correspond to sections of the Model and Guidelines in the order that they appeared, beginning with the Introduction and Rationale and ending with References.

For those items with a Likert scale, please circle the one number which most appropriately corresponds with your own reaction to that section.

Your written responses to each section will be especially helpful.

**Introduction and Rationale**

1. How would you describe the Introduction and Rationale?

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| Very clearly stated |  | Somewhat clearly stated |  | Not clearly stated |  |
| 1 (26)* | 2 (6) | 3 (4) | 4 | 5 | N = 36 |
| Very helpful |  | Somewhat helpful |  | Not helpful |  |
| 1 (21) | 2 (12) | 3 (1) | 4 (1) | 5 | N = 35 |

How could this section be improved?

2. How would you describe the Assumptions?

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| Very clearly stated |  | Somewhat clearly stated |  | Not clearly stated |  |
| 1 (29) | 2 (7) | 3 | 4 | 5 | N = 36 |
| Very appropriate |  | Somewhat appropriate |  | Inappropriate |  |
| 1 (26) | 2 (6) | 3 (3) | 4 | 5 | N = 35 |

How could this section be improved?

3. How would you describe the Definitions?

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| Very clearly stated |  | Somewhat clearly stated |  | Not clearly stated |  |
| 1 (24) | 2 (7) | 3 (2) | 4 (2) | 5 | N = 35 |
| Consistent with your experience |  | Somewhat consistent |  | Inconsistent |  |
| 1 (21) | 2 (10) | 3 (3) | 4 (1) | 5 | N = 35 |
| Helpful |  | Somewhat helpful |  | Not helpful |  |
| 1 (26) | 2 (7) | 3 (1) | 4 (1) | 5 (1) | N = 36 |

How could this section be improved?

*Number of responses.

## Guidelines

1. How would you describe the General Desegregation Guidelines?

| | | | | | |
|---|---|---|---|---|---|
| Very clearly stated | | Somewhat clearly stated | | Not clearly stated | |
| 1 (33) | 2 (2) | 3 (1) | 4 | 5 | N = 36 |
| Very helpful | | Somewhat helpful | | Not helpful | |
| 1 (32) | 2 (2) | 3 (1) | 4 | 5 | N = 35 |

How could this section be improved?

2. How would you describe the General Multicultural Education Guidelines?

| | | | | | |
|---|---|---|---|---|---|
| Very clearly stated | | Somewhat clearly stated | | Not clearly stated | |
| 1 (29) | 2 (4) | 3 (2) | 4 | 5 | N = 35 |
| Very helpful | | Somewhat helpful | | Not helpful | |
| 1 (24) | 2 (8) | 3 (3) | 4 | 5 | N = 35 |

How could this section be improved?

3. How would you describe the General Inservice Education Guidelines?

| | | | | | |
|---|---|---|---|---|---|
| Very clearly stated | | Somewhat clearly stated | | Not clearly stated | |
| 1 (31) | 2 (4) | 3 | 4 | 5 | N = 35 |
| Very helpful | | Somewhat helpful | | Not helpful | |
| 1 (27) | 2 (6) | 3 (2) | 4 | 5 | N = 35 |

How could this section be improved?

## Process Model

1. The Planning component was:

| | | | | | |
|---|---|---|---|---|---|
| Very clearly stated | | Somewhat clearly stated | | Not clearly stated | |
| 1 (28) | 2 (6) | 3 | 4 (1) | 5 | N = 35 |
| Very helpful | | Somewhat helpful | | Not helpful | |
| 1 (27) | 2 (6) | 3 (1) | 4 (1) | 5 | N = 35 |

How could this section be improved?

2. The Preparation component was:

| | | | | | |
|---|---|---|---|---|---|
| Very clearly stated | | Somewhat clearly stated | | Not clearly stated | |
| 1 (30) | 2 (4) | 3 | 4 | 5 | N = 34 |
| Very thorough | | Somewhat thorough | | Not thorough | |
| 1 (25) | 2 (7) | 3 (2) | 4 | 5 | N = 34 |
| Very helpful | | Somewhat helpful | | Not helpful | |
| 1 (28) | 2 (3) | 3 (3) | 4 | 5 | N = 34 |

How could the Preparation component be improved?

3. The Implementation/Delivery component was:

| | | | | | |
|---|---|---|---|---|---|
| Very clearly stated | | Somewhat clearly stated | | Not clearly stated | N = 34 |
| 1 (27) | 2 (3) | 3 (4) | 4 | 5 | |
| Very thorough | | Somewhat thorough | | Not thorough | N = 33 |
| 1 (23) | 2 (2) | 3 (4) | 4 (2) | 5 (2) | |
| Very helpful | | Somewhat helpful | | Not helpful | N = 34 |
| 1 (27) | 2 (2) | 3 (4) | 4 | 5 (1) | |

How could the Implementation/Delivery component be improved?

4. The Application/Adoption component was:

| | | | | | |
|---|---|---|---|---|---|
| Very clearly stated | | Somewhat clearly stated | | Not clearly stated | N = 35 |
| 1 (30) | 2 (5) | 3 | 4 | 5 | |
| Very thorough | | Somewhat thorough | | Not thorough | N = 35 |
| 1 (31) | 2 (3) | 3 | 4 (1) | 5 | |
| Very helpful | | Somewhat helpful | | Not helpful | N = 35 |
| 1 (30) | 2 (4) | 3 (1) | 4 | 5 | |

How could the Application/Adoption component be improved?

5. The Evaluation component was:

| | | | | | |
|---|---|---|---|---|---|
| Very clearly stated | | Somewhat clearly stated | | Not clearly stated | N = 32 |
| 1 (22) | 2 (8) | 3 (2) | 4 | 5 | |
| Very thorough | | Somewhat thorough | | Not thorough | N = 31 |
| 1 (25) | 2 (5) | 3 (1) | 4 | 5 | |
| Very helpful | | Somewhat helpful | | Not helpful | N = 32 |
| 1 (26) | 2 (4) | 3 (1) | 4 (1) | 5 | |

How could the evaluation component be improved?

References

1. How would you describe the list of References?

| | | | | | |
|---|---|---|---|---|---|
| Very helpful | | Somewhat helpful | | Not helpful | N = 32 |
| 1 (17) | 2 (8) | 3 (7) | 4 | 5 | |

How could this section be improved? (Please include any suggestions for additional references.)

2. How would you describe the recommendations for further reading?

| | | | | | |
|---|---|---|---|---|---|
| Very helpful | | Somewhat helpful | | Not helpful | N = 31 |
| 1 (18) | 2 (7) | 3 (6) | 4 | 5 | |

How could this section be improved? (Please include any suggestions for further reading.)

Project WIEDS would like, in an acknowledgement section of the completed model and guidelines, to express thanks publicly for your assistance in the project:

_____This is okay with me

_____I would rather my name not be included

RETURNING THE QUESTIONNAIRE

After you have completed the questionnaire, please insert it in the accompanying envelope and mail it. Thank you sincerely.

# APPENDIX 2

# WIEDS PROCESS MODEL AND GUIDELINES FOR INSERVICE EDUCATION

# GUIDELINES AND PROCESS MODEL
# FOR INSERVICE EDUCATION IN
# DESEGREGATING AND DESEGREGATED SCHOOLS

Ways to Improve Education in
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# TABLE OF CONTENTS

Page

A. INTRODUCTION AND RATIONALE . . . . . . . . . . . . . . . . . . . . 1
   1. Review of the Literature . . . . . . . . . . . . . . . . . . . . 2
   2. Assumptions About Multicultural Education and Inservice Education. . . . . . . . . . . . . . . . . . . . . . . 11
   3. Definitions and Conceptual Framework . . . . . . . . . . . . 12

B. GUIDELINES . . . . . . . . . . . . . . . . . . . . . . . . . . 19
   1. Desegregation Guidelines . . . . . . . . . . . . . . . . . . 19
   2. Multicultural Education Guidelines . . . . . . . . . . . . . 24
   3. Inservice Education Guidelines . . . . . . . . . . . . . . . 28
   Summary of Guidelines. . . . . . . . . . . . . . . . . . . . . 37

C. WIEDS INSERVICE EDUCATION PROCESS MODEL. . . . . . . . . . . . 38

D. CONCLUSION . . . . . . . . . . . . . . . . . . . . . . . . . . 74

E. RECOMMENDATIONS FOR FURTHER READING. . . . . . . . . . . . . . . 75

F. REFERENCES . . . . . . . . . . . . . . . . . . . . . . . . . . 85

APPENDICES . . . . . . . . . . . . . . . . . . . . . . . . . . . . 95

## List of Figures

1. The Integration Process: A Conceptual Framework . . . . . . . 15

2. Specific Indicators for Assessing Desegregation Status . . . . 16

3. WIEDS Inservice Education Process Model. . . . . . . . . . . . 39

4. Levels of Use of the Innovation. . . . . . . . . . . . . . . . 59

5. Evaluation Model and Definitions . . . . . . . . . . . . . . . 65

6. Evaluation Plan Outline After Needs Assessment . . . . . . . . 66

7. Measurement Procedures Criteria. . . . . . . . . . . . . . . . 67

8. Examples of Measurement Procedures . . . . . . . . . . . . . . 69

9. Basic Systems Model of Evaluation. . . . . . . . . . . . . . . 72

## A. INTRODUCTION AND RATIONALE

It is perhaps difficult at any time in the history of the United States, to overestimate the value of inservice education (IE) for teachers and other school staff members. Such training is even more important now. Public schools in the U. S. have recently borne the brunt of social changes so rapid and unsettling as to be revolutionary. At the same time, schools have been a battleground for groups of sincere people representing myriad ideologies and special interests. Since the Supreme Court ruled that racially segregated education was inherently unequal, desegregation and multicultural education have been among the most challenging and convoluted of the issues in public schooling.

The assistance provided by school districts to help their staffs meet challenges and solve problems has typically been IE. But a great many teachers and other staff members have expressed dissatisfaction with the quality and quantity of IE available to them (Luke, 1980)* A review of the literature indicates that inservice training and multicultural education do not receive adequate attention as effective strategies for desegregation and integration.

The purpose of Ways to Improve Education in Desegregated Schools (WIEDS) has been to develop an information base about successful desegregation/integration strategies for use in constructing a model and guidelines for schools to use in planning inservice education activities. WIEDS developed its substantial data base by: (1) reviewing desegregation and inservice education literature, (2) analyzing the U. S. Commission on Civil Rights Desegregation Case Studies and the National Institute of Education Desegregated Schools Ethnographies, (3) surveying 148 central office administrators and General Assistance Center personnel, (4) interviewing 193 administrators, teachers, students, and parents and other community representatives, and (5) studying selected Southwest Educational Development Laboratory (SEDL) region schools' inservice education programs.

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*References are in Section F, pp. 84 ff.

## 1. Review of the Literature

The literature reviewed indicates that significant research has centered on inservice education as crucial to educational equity for all students. Katz (1964) concluded from his review of desegregation/integration studies that the several factors that influenced Black students' academic performance include social conditions in the school and classroom, the degrees of acceptance by significant others (particularly white teachers and peers), and the Black pupil's self-concept in regard to the probability of social and academic success or failure. In her review of desegregation/integration research, St. John (1970) concluded that "the most plausible hypothesis" was that the relation between desegregation and achievement is a conditional one:

> "...the academic performance of minority group children will be higher in integrated than in equivalent segregated schools, provided they are supported by staff and accepted by peers."

Since 1970 there has been a growing pool of empirical research available on the correlation between the behavior and attitudes of teachers and the attitudes and academic performance of pupils (e.g., Krantz, 1970; Good and Brophy, 1973; Gay, 1975). The development of sophisticated and reliable data collection tools such as the Flanders System of Interactional Analysis (see Amidon and Hough, 1967), Brophy and Good's (1969) Teacher-Child Dyadic Interaction System, as well as sociometric scales and bi-polar semantic differential scales (see Bonjean, *et al*., 1967) have been important in assessing teacher attitudes and behavior toward pupils. The results of most investigations using these tools yield rather convincing data that teacher behavior strongly affects pupil behavior and has important implications for minority children (Gay, 1975). An exception is Sherwood (1972). Using a semantic differential scale to measure teacher attitudes toward Black, Cuban, and white elementary children, he found no significant differences in attitudes.

The work of Mendels and Flanders (1973) indicates, however, that "naturalistic" input is powerful in determining teacher's attitudes toward their students. These naturalistic factors include: (1) information about students, such as reputation for behavior, from other teachers, administrators, and parents, (2) cumulative records, (3) standardized test scores, (4) physical characteristics, such as sex, physical attractiveness (see also Bersheid's report, 1978), socio-economic status, and ethnicity (Gay, 1975). Frequently, more than one of these factors are present to influence teachers' attitudes and behavior to the more visible minority children, including the Black American, Mexican American, and Native Americans, who are all relatively numerous in the six-state (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas) Southwest Educational Development Laboratory region.

U. S. social science literature documents the majority view of the culturally different as culturally inferior, intellectually and socially (Kane, 1970; and Stent, Hazard, and Rivlin, 1973). Four studies in this decade were carried out in the southwestern United States--the U. S. Civil Rights Commission, Toward Quality Education for Mexican Americans (1974), and Barnes (1973), Gay (1974), and Mangold (1974) on Hispanic, Black, and Anglo teachers' verbal and non-verbal interactions with Hispanic, Black, and Anglo pupils. White students receive more praise, encouragement, and opportunities for substantive interaction with teachers, while teacher contacts with Black and Hispanic students are mostly procedural, negative and disciplinary. The results of the four southwestern studies are consistent with each other and with others, such as that on reading and methematics instructional practices, completed by the National Advisory Council on Equality of Educational Opportunity in 1978. The research strongly suggests that student ethnicity is one of the major determinants of teachers' attitudes and behavior toward their students, that teachers, including minority teachers, expect less of minority students and give them fewer opportunities and less encouragement and positive feedback; that these conditions are detrimental to the quality of education; and that many minority children are being denied equal opportunity for quality education.

Educational investigators have agreed upon the significance of (1) teacher attitudes and behavior towards pupils and (2) that teacher-pupil dyadic interactions are the heart of the educational process (Gage, 1963; Purkey, 1970). Although Washington (1968), Banks (1970), and Banks and Grambs (1972) argued cogently that teachers are "significant others" in students' lives, and Gay (1975) said they are especially important in the lives of ethnic minority students, researchers rather belatedly applied these principles to desegregation. Even though a great deal of desegregation research has occurred in the 1960's and 1970's, relatively little has been done on how to implement it in the school and classroom. As Orfield wrote in 1975: "Although it's hard to believe, almost all of the existing research in desegregation ignores the roles of teachers and principals...in making desegregation work or not." A notable exception was the National Opinion Research Center (NORC) Southern Schools study (1973) to evaluate programs funded by the Emergency School Assistance Program (ESAP) during the 1971-72 school year. NORC discovered no significant differences that ESAP made for elementary school pupils or for high school females. It was found, however, that academic achievement of Black male high school students was higher in schools which had ESAP funding than in randomly selected schools without such funding. Correlatively, the high schools, more than elementary schools, spent funds on activities to improve race relations through extracurricular activities and race relations training for teachers. NORC also discovered that students' attitudes toward desegregation were more positive in schools which emphasized human relations, provided innovative curricula, and had principals and teachers who favored integration, than in schools where these factors were not present. The results supported the hypothesis that schools' programs could affect the outcomes of desegregation. This study was continued by Forehand, Ragosta, and Rock (1976). In their Final Report: Conditions and Processes of Effective School Desegregation, their analysis of the reciprocal effects of school activities and attitudes indicates that

> Schools with good race-relations practices or racial-contact practices appear to be very open to the subject of race: to a multi-ethnic curriculum, to discussion and projects on race, and to affirmative assignments on the playground and in the classroom. The outcome from such practices appears to be good personal racial attitudes on the part of all students and better achievement for Black students.

In Educating a Profession (1976), Howsam, *et al.* reminded public schools of a legal stricture against conferring "benefits on one group while withholding them from another," but the authors recognized that "teachers are not prepared either personally or professionally for such service. Most have been reared in middle- or lower middle-class homes and communities, ensconced safely away" from the concentrations of minority and lower socio-economic groups, and very few "know how to go about instructionally and socially redressing the injustices that have been done to minorities. All teachers need professional preparation for this role." (Emphasis the authors'.) The same is true for administrators and other staff.

Effective pre-service training can be done, but it has generally not been done (Smith, 1969; Garcia, 1974; Hilliard, 1974; Hunter, 1974; AACTE, 1976; Baptiste, 1977; Braun, 1977). The seriousness of this situation has been recognized and pointed out by the board of directors of teacher preparation institutions themselves, the American Association of Colleges for Teacher Education (1976), when they urged the eradication of educational neglect:

> Most teachers do not have adequate knowledge of the various cultural systems from which their pupils come. It has been assumed for too long that good teachers can provide for the necessary emotional and learning needs of children from diverse cultural backgrounds. However, as evidenced in low student achievement rates, there is an impelling need for reform.

Further, the AACTE continued, "few educators have been trained to recognize" distortions of ethnic history and culture or "to be sensitive to the self concepts of students from cultural backgrounds different from their own" (1976).

This lack of training undoubtedly contributes to what has been called second generation desegregation problems. Arising after the physical desegregation of students and of staff, these problems prevent schools from becoming integrated and providing effective education for all students. They can be characterized as acts of omission or commission that continue discrimination or that perpetuate effects of past discrimination against minority groups.

Although the impact of these negative attitudes and behavior is destructive, there is perhaps less attention paid to them because they are not so overt as, say, a policy that maintains a segregated school district. Some of the second generation problems to which some attention has been called are: (1) reduction of public support for public schools after desegregation, as shown especially by resegregation or white flight; (2) segregation of students within "desegregated" schools; (3) retention of segregated, or mono-cultural, curricula; (4) placement of disproportionate numbers of minority students in special education classes or lowest academic "tracks"; (5) suspension, expulsion, or other punishment of disproportionately high percentages of minority students (King, 1981).

Desegregation literature is replete with studies, reports, and monographs indicating the need for effective multicultural inservice education (e.g., Banks, 1973, 1975a, 1975b; Castañeda, et al., 1974; Ornstein, et al., 1975; Dillon, 1976; Braun, 1977; Jones, King, et al., 1977; Phillips, 1978; Rodriguez, 1978; Blackwell, 1978; and Grant, 1979). After summarizing 120 studies of school desegregation which she analyzed for outcomes to children, St. John (1975) concluded that further investigation of the general question--"Does desegregation benefit children?"--would seem a waste of resources. "The pressing need now is to discover the school conditions under which the benefits of mixed schooling are maximized and its hardships minimized." It is important to note, as did Kirk and Goon (1975), that these conditions--identified in studies reviewed by themselves, St. John, and in others discussed earlier--are not unique to success for minority students in a desegregated setting, but that "they are vitally important to academic success for anyone in any educational setting."

From these studies, it may be concluded that in an integrated setting: (1) academic achievement rises for the minority children while relatively advantaged majority children continue to learn at the same or higher rate, (2) minority children may gain a more positive self-concept and a more realistic conception of their vocational and educational future than under segregation, and (3) positive racial attitudes by minority students develop as they attend school together (see also Weinberg, 1977a, 1977b; Edmonds, 1979; Epps, 1979). It was to help promote these outcomes for desegregated schools that Project WIEDS carried out its study.

The data collected by WIEDS indicate important desegregation-related needs and ways to meet those needs. The need areas include: (1) cultural awareness; (2) interpersonal relations; (3) curriculum integration; (4) pupil self-concept, motivation, and dropouts; (5) expulsions/suspensions; (6) teaching methods and learning styles; (7) parental involvement; (8) resegregation; (9) segregation within the classroom and extracurricular activities; (10) the relationship between bilingual education and desegregation; and (11) effective inservice education. IE by itself cannot totally meet all of these needs. But it also seems clear that these needs cannot be met without an effective inservice program.

There is no one best way to program IE. There are too many important and dynamic variables interacting, especially in the desegregation process. In the development of the following model and guidelines, consideration has been paid to differing general circumstances, such as: stages of desegregation/integration, whether desegregation is mandated or voluntary, ethnic composition of students and staff, elementary or secondary level, whether rural, urban, or suburban, history of race relations, experience in inservice, and other variables. Thus the model and guides offered here provide flexibility without violating certain assumptions about the worth of the individual and the value of multicultural education. These guidelines and model are intended as a state-of-the-art general mapping of principles and processes of adult education in the critical and sometimes sensitive setting of desegregated schools.

The emphasis here is on training for desegregation and multicultural education, but the principles and processes are sound for general inservice education. It is not necessary to have one IE program for desegregation and another for everything else. In most instances it is probably desirable that they merge. An exception, of course, is the not uncommon situation of implementing desegregation suddenly with little or no preparation. This is the situation which frequently exists after a protracted legal battle over whether the district will desegregate, which ends with a court order for desegregation. Then implementation becomes a crash program. Otherwise, however, it is appropriate to include multicultural education in the general inservice program.

This is one way in which desegregation brings opportunities, through new content and processes. Multicultural education, training in effective communication, interpersonal relations, and parental involvement--so frequently slighted in many school programs--begin to receive attention. It is unfortunate that multicultural education is so singularly associated with desegregation. Its value as preparation for life in a culturally pluralistic world is basic for all students, whether in a desegregated or a racially isolated school. A multicultural concept may be more difficult in a racially isolated school, but it is no less important, whether it be an Anglo or a minority school. And the need for good race relations, effective communication, and home-school cooperation are not peculiarly related to desegregation. The teacher with increased awareness, knowledge, and skills in these areas will tend to be more effective in teaching majority as well as minority children.

In an important sense, teachers and schools cannot control whether students will receive a multicultural education; the "societal curriculum" is already providing one. The societal curriculum is defined by Cortés (April 1979) as "that massive, ongoing, informal curriculum of family, peer groups, neighborhoods, mass media, and other socializing forces that 'educate' us throughout our lives." Cortés persuasively advocates that educators and students need to be made aware of the misinformation about ethnicity being "taught" by the societal curriculum and how it negatively affects what people "know" about and act toward people of other culture groups. What schools can do is to provide quality multicultural education, helping students develop societal curriculum literacy and become "more aware, sensitive, and effective citizens of the future" (Cortés, April 1979).

## 2. Assumptions

These guidelines were prepared with certain assumptions in mind about multicultural education and inservice education. These assumptions have emerged from experience and studies (e.g., Berman & McLaughlin, April 1975 and April 1977; King, Galindo, et al., November 1979; Klausmeier, et al., 1980) and are implicit in the WIEDS IE guidelines.

### a. Assumptions about Multicultural Education

- Each person has inherent value and worth simply because s/he is a human being. This includes children.
- A goal of public education is to prepare students for a full life, to help them develop their abilities and skills to interact positively and effectively with other people.
- Because its multiethnic population is one of the realities and valuable resources of the United States and because many individuals' feelings of worth are predicated in some degree upon their cultural background, multicultural education is vital in the preparation of a child for a full and productive life in our society.
- There are a number of sound strategies and skills which can promote good education in schools. Most of these, and some more specialized strategies and skills, can help improve education in desegregated schools.

### b. Assumptions about Inservice Education

- Many schools are functioning effectively in many ways, but significant improvements can be made.
- School staffs are professionally concerned about education and want to improve their practices.

- School staffs have the capability to improve; however, resources, space, and especially time must be arranged so that the total school staff can participate in improvement activities.
- Significant improvements in education practices require a total school effort.
- Teachers, administrators, and other school and district staff possess important clinical expertise.
- Professional improvement is an individual, long-term, heuristic process, wherein staff members fit innovative concepts to their own concerns, styles, and situations.

### 3. Definitions and Conceptual Framework

One of the findings of the WIEDS study is that there is no universal agreement on definitions of the terms "staff development" and "inservice education" or "desegregation" and "integration" and other related terms. These are defined below as used in this project.

Staff development - refers to any personnel changes to improve education and includes two aspects: (1) inservice education, and (2) staffing (selection, assignment, etc.).

Inservice education - any planned activity to assist school personnel in improving their professional effectiveness after employment. The activity can be undertaken individually or with others, informally or in a structured context. The improvement can be through the acquisition of knowledge, changes in attitude, and/or development of skills, including interpersonal skills.

Race - a more or less distinct human population group distinguished by genetically transmitted physical characteristics.

*Culture* - the totality of *socially* transmitted *behavior* patterns, including: language; social customs (as family organization); ethics and values, including religion; diet; and costume (in the sense of traditional dress).

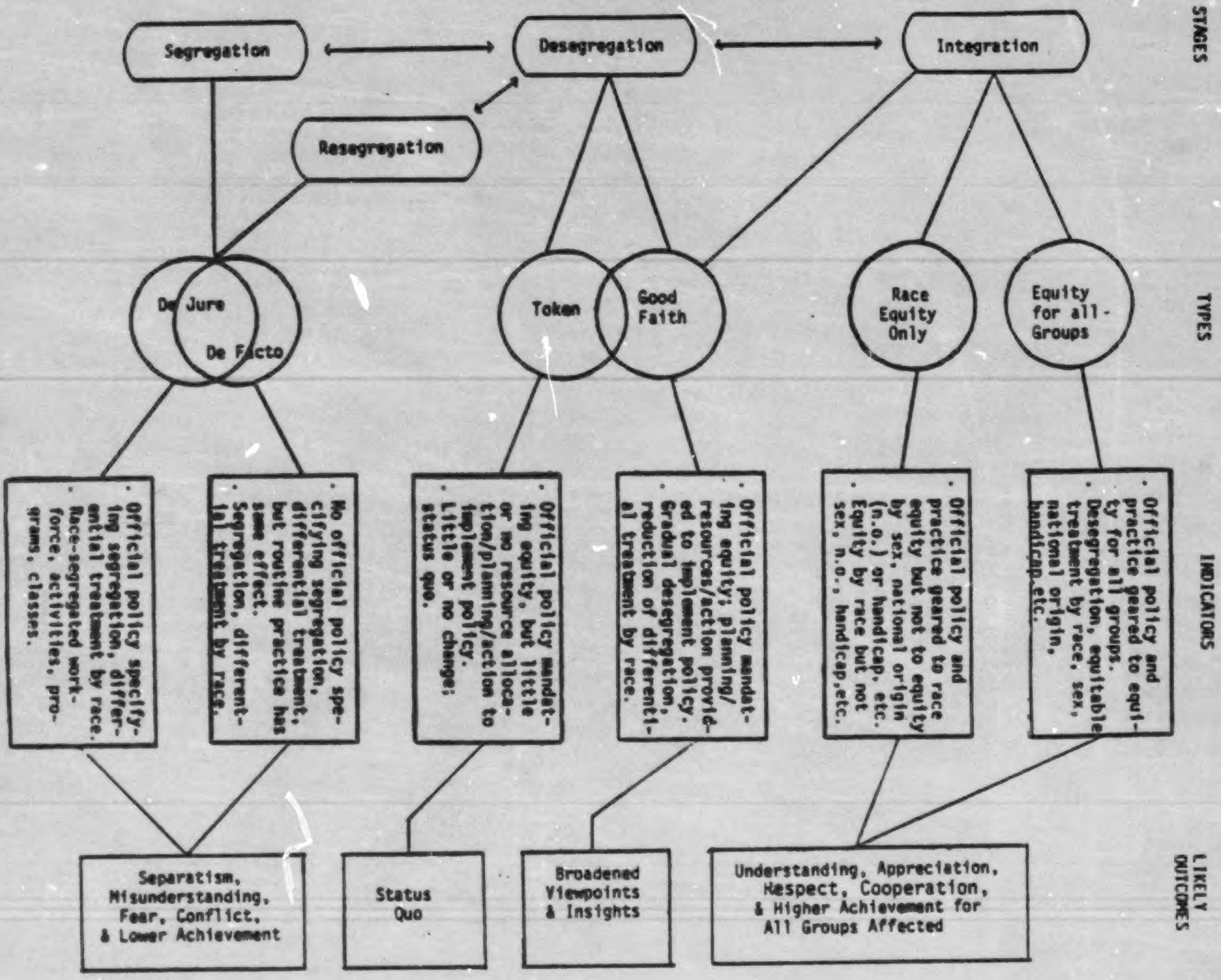
*Ethnic group* - a group with a common cultural background (see above); not synonomous with race.

*Multicultural education* - is a pluralistic curriculum and learning process which promotes affective as well as cognitive development. *Multicultural instruction* takes into account the individual's culture as well as other aspects of his/her background which are relevant to the student's dignity, needs, and learning styles. *Multicultural curriculum* is relevant to local as well as national cultures, and meets the individual's needs to know of his/her own culture as well as those of others. In its broad sense, multicultural education encompasses gender and socio-economic strata as well as ethnic groups, promoting intergroup understanding and cooperation and individual development to the maximum of each student's abilities. Multicultural education helps provide equal educational opportunity, promote racial harmony, and prepare students for happier, more productive lives in the culturally pluralistic U. S. society by providing more career choices and social options and enables them to learn more from and to cooperate more with others.

*Bilingual education* - According to the Bilingual Education Act of 1968, a bilingual education "program was to incorporate the use of two languages, one of which is English, as mediums of instructions for those children who had limited English speaking ability. A bilingual education program was to encompass part of all of the curriculum and include the study of the history and culture associated with the students' mother tongue. A complete program was to develop and maintain the child's self-esteem and legitimate pride in both cultures." In a broader sense, bilingual education is a medium of instruction which utilizes the cultural and linguistic characteristics of non-English speakers as a means for teaching and learning as well as to develop literacy skills in English. In more of a multicultural sense, bilingual education is often referred to as "bilingual-bicultural education." This is a process of developing two languages in students, not just helping them until they learn English. It also helps English-speaking children learn a second language.

To assist in defining the concepts of "desegregation" and "integration" and in understanding their relationship, the WIEDS staff has developed the following conceptual framework for the integration process. (See Figures 1 and 2 following.)

THE INTEGRATION PROCESS: A CONCEPTUAL FRAMEWORK


STAGES
Segregation
Desegregation
Integration
Resegregation
TYPES
De Jure
De Facto
Token
Good Faith
Race Equity Only
Equity for all-Groups
INDICATORS
LIKELY OUTCOMES

- Official policy specifying segregation, differential treatment by race.
- Race-segregated workforce, activities, programs, classes.

- No official policy specifying segregation, differential treatment, but routine practice has same effect.
- Segregation, differential treatment by race.

- Official policy mandating equity, but little or no resource allocation/planning/action to implement policy.
- Little or no change; status quo.

- Official policy mandating equity; planning/ resources/action provided to implement policy.
- Gradual desegregation, reduction of differential treatment by race.

- Official policy and practice geared to race equity but not to equity by sex, national origin (n.o.) or handicap, etc.
- Equity by race but not sex, n.o., handicap,etc.

- Official policy and practice geared to equity for all groups.
- Desegregation, equitable treatment by race, sex, national origin, handicap,etc.

Separatism, Misunderstanding, Fear, Conflict, & Lower Achievement

Status Quo

Broadened Viewpoints & Insights

Understanding, Appreciation, Respect, Cooperation, & Higher Achievement for All Groups Affected

Figure 1

## SPECIFIC INDICATORS FOR ASSESSING DESEGREGATION STATUS

### Employment Practices

- Policies regarding recruitment, employment, promotion, tenure, lay off, nepotism, job assignments, pay scales.
- Representation of men and women in various job classifications and work assignments; salary levels; workloads.

### Access to Educational Programs

- Policies regarding eligibility for admission to, enrollment or participation in, and/or graduation from specified educational programs or courses.
- Enrollments in school programs/courses; development of specific plans for change; staff training and orientation activities.

### Curriculum Content

- Policies regarding textbook adoption, curriculum content.
- Use of race biased/fair textbooks and curriculum materials; allocation of resources for purchase of sex fair materials; provision of inservice and/or other training to counteract race bias in materials.

### Classroom Practices/Student Treatment

- Policies regarding student behavior, discipline, dress codes, honors and awards, access to classroom materials and facilities.
- Incidence of differential treatment; development of specific guidelines for classroom practices; provision of inservice training; procedures for monitoring, evaluating progress.

### Counseling Procedures and Materials

- Policies regarding use of counseling materials, testing instruments, counseling procedures.
- Incidence of differential treatment in counseling activities; use of race biased or fair materials and tests; allocation of resources for purchase of race fair materials; provision of inservice training for guidance counselors.

### Extracurricular Activities

- Policies regarding function and composition of teams, clubs, organizations, access to facilities, eligibility for participation.
- Composition of and levels of participation in extracurricular teams, clubs, organizations; allocation of resources to support activities; use of school facilities.

Figure 2

The conceptual framework in Figure 1, when used with the Specific Indicators in Figure 2, also provides a broad basis for assessing a school's or district's status in the integration process and the general areas in which improvement is needed. This assessment can then form the basis for selecting appropriate inservice training and, later, evaluating the success of that training.

The conceptual model provides general indicators as to whether a school system's policies and practice reflect:

.de jure segregation (specified by both policy and practice);

.de facto segregation (accomplished by routine practice despite the absence of official policy);

.token desegregation (essentially paper compliance, policy without practice);

.good faith desegregation (movement toward change supported by both policy and practice);

.race equity only; or

.equity for all groups, including women, racial and ethnic minorities, handicapped persons, etc.

These indications then can be applied within six specific areas of concern related to desegregation, resulting in a detailed assessment of status and need. Specific areas of concern include employment practices; access to educational programs; curriculum content; classroom practices and student treatment; counseling procedures and materials; and extracurricular activities. Needs assessment (pp. 42-44, below) in these six areas and keyed to the framework in Figure 1 (p. 15) can produce a profile indicating the status of a school or district in the integration process.

Segregation is the involuntary isolation of a group(s) of people because of race or some other characteristic. Whether de jure or de facto, it has included perceptions of superiority and concentration of power with the group who segregates and discrimination against those segregated. It has bred separatism, misunderstanding, mistrust, fear, and conflict between the groups involved. Desegregation is the ending of segregation, the bringing together of previously segregated groups.

Many school districts have resisted desegregation, sometimes practicing tokenism and otherwise maintaining status quo discrimination against minorities. Other districts have accepted the letter and the spirit of the law to desegregate and have made "good faith" efforts to provide equal educational opportunities and an atmosphere which promotes the expansion of viewpoints, new learning, and trust. Frequently these good faith efforts are characterized by relatively isolated ethnic awareness and human relations workshops, as well as by "add-on" curricular changes with more or less isolated "units," such as for American Indian study, or celebrations of Black History Week or Cinco de Mayo. The physical mixing of the curriculum corresponds to the physical mixing of student body and staff.

Integration is the situation wherein people of different groups tend to interact cooperatively on a basis of equal status and trust, as they know, understand, and respect each other's culture and contributions. Integration also applies to the curriculum, with Black cowboys and Mexican American vaqueros, for example, as integral parts of western history. To implement such a curriculum, the staff and faculty of the integrated school have developed necessary knowledge and skills through purposeful programs of inservice.

The progression from stage to stage is not automatic, but requires much thought, planning, and work from parents and other community representatives as well as from students, school boards, administrators, teachers, and all other school personnel. If the schools and communities do not plan and work together, a school or entire district may well go from segregation to desegregation, but from there not to integration but to resegregation, a situation wherein some parents have moved or otherwise acted to place their children in other public or in private schools with fewer or no minority children. Rather than a desegregation-to-integration environment which fosters understanding and cooperation, poorly planned and implemented desegregation can lead to fear, confusion, conflict, and crisis.

## B. GUIDELINES

### 1. Desegregation Guidelines

Drawing from the experiences--the mistakes and successes--of people in thousands of schools and communities, we now know that a great deal may be done to help provide equal educational opportunity for all children, head off some problems, solve others more easily, and improve the education process while we are about it. We now have a good idea why desegregation went well in some communities and not in others. Following are eight general guidelines which have helped many districts. IE can be instrumental in facilitating each guideline, and in some it is crucial (U. S. Commission on Civil Rights, August 1976; Community Relations Service and National Center for Quality Integrated Education, 1976; Edmonds, 1979; and Epps, 1979).

- Affirmative and assertive local leadership

The desegregation process is significantly affected by the support or opposition it receives from local leadership. In communities where local business, political, social, religious, and education leaders have supported school desegregation, it has tended to go relatively smoothly and the community be more receptive to it. Responsible, assertive leadership by school board members, school administrators, and teacher organizations is crucial for peaceful and effective desegregation. Assertive policies and actions from these leaders include (1) informing and involving the community, (2) making positive public statements for desegregation and integration and against discrimination, and (3) initiating and supporting such facilitative programs and practices as multicultural education, equitable discipline and extracurricular activities, affirmative action personnel policies, and effective IE for all school personnel. Appropriate and timely inservice for the educational leaders themselves can help provide them with skills, strategies, and insights necessary to facilitate desegregation and integration.

- Two-way communication

Each stage of desegregation requires a particular type of conscious and coordinated effort to give complete and correct information to all people in the school and to as many people in the community as possible. One important function of IE is information dissemination. The controversy which frequently swirls around school desegregation usually generates more heat than light, and many school personnel are likely to be ill informed or misinformed about important legal, political, social, and even educational issues involved in the process.

One-way communication can be effective for informing people, but two-way communication is more helpful for gathering information and support from the community. This process can gain information about strategies and ideas which will facilitate desegregation by providing opportunities to identify problems and find out what concerns people most and how to work through these problems and issues. Two-way techniques include telephone hotlines, neighborhood meetings and other public forums, and many others. (See WIEDS Home-School Cooperation/Communication Model, 1981).

- Community involvement in the desegregation process

Local leadership and information dissemination are important in helping bring about a third crucial variable, community involvement. Local citizens are instrumental in determining whether desegregation is effective. Where the community is supportive of desegregation and cooperative in facilitating it, the process is far more likely to be smooth and beneficial.

- Desegregation as an opportunity to improve education

The constitutional issue involved in school desegregation is not quality of education *per se*, but equality of educational opportunity. There is, nevertheless, nothing inherently antithetical about desegregation and educational improvement. And those schools in which integration has worked most smoothly and gained community support for themselves have been those schools which have taken advantage of desegregation to improve educational practices.

One intrinsic educational advantage of desegregation over segregation is in the enhanced opportunities for multicultural education. Further, it may be concluded that in an effectively desegregated setting: (1) academic achievement rises for the minority children while relatively advantaged majority children continue to learn at the same or higher rate, (2) minority children may, if needed, gain a more positive self-concept and a more realistic conception of their vocational and educational future, and (3) positive racial attitudes by black, brown, and white students develop when they learn together.

- Research and evaluation

Another characteristic of schools where desegregation has been most productive is the conduct of continuing research and evaluation of their process of desegregation. For example, pre-desegregation needs assessing activities are important research. This research includes data collecting to determine students' needs for bilingual education, community concerns relating to desegregation, whether a school staff needs additional knowledge of desegregation law and details of the desegregation plan being implemented, and staff attitudes and knowledge pertaining to other ethnic groups in the district. Throughout the process there is a need for data indicating whether students of different ethnic groups are receiving a disproportional amount of low grades for academic performance and/or disciplinary action, or are absent or withdrawing from school in disproportionate numbers. This information may provide warning of problems so that steps may be taken to solve them as quickly as possible.

Other essential desegregation monitoring research would relate to school and home communication and cooperation and include data from such sources as parent-teacher organization attendance, complaints from parents, nature and number of meetings between parents and principals/teachers/counselors, who initiated the meetings, and data relating to unsuccessful efforts to initiate meetings. These data are, of course, in addition to those necessary for implementing any affirmative action or other staff development with respect to personnel hiring, promotion, or reassignment relative to the desegregation plan.

Such research is necessary for evaluation of policies and practices and can help point up a need for changes and for inservice content areas. Research and evaluation are, of course, also necessary for monitoring the impact of IE (see Page 71). On the other hand, some inservice may be necessary in order to develop the necessary skills to conduct school based desegregation-related research and evaluation.

- Training for all school personnel

It is unrealistic and unfair to implement a desegregation plan without first preparing the people who will be involved, and total staff and faculty are involved. It is unrealistic to expect a smooth process which will produce desirable results, and it is unfair to school personnel to ask them to do a job without the appropriate knowledge, skills, and sensitivity. It is also unfair to students.

- Include lower grades in desegregation

The earlier minority children experience desegregation, the more likely it is that desegregation will have positive effects. Most studies which have found negative desegregation outcomes have involved older students who only recently experienced desegregation. Desegregation frequently results in some increase in anxiety and self-doubt among minority students, especially low achievers. But this is usually resolved if they are in a positive environment; the crucial determinant of effects of desegregation on self-esteem is nondiscriminatory and supportive behavior by teachers who provide adequate instruction on appropriate tasks.

- Careful and comprehensive planning

The more carefully and comprehensively a school district prepares for desegregation the more likely it is that school desegregation will have positive effects. This preparation includes implementation or beginning of all of the foregoing guidelines: establishment of early and positive leadership, gaining community support and involvement, emphasizing desegregation as an opportunity to improve education, listening to and providing good information, developing a sound desegregation plan based on experiences of other districts but tailored to the local situation, constant monitoring and "fine-tuning" elements of the process, and providing adequate inservice education for all district personnel. Experience has shown that this kind of preparation and implementation will most likely provide school environments conducive to good race relations and children learning together.

## 2. Multicultural Education Guidelines

In addition to the general desegregation guidelines, most of which are primarily administrative in nature, there are also sound educational principles which support appropriate inservice education. These principles are essentially those for effective instruction in any school, i.e., considering the individual student's background, needs, and learning style(s) for the most productive teaching and learning experiences. Because these general principles are here applied to facilitate desegregation/integration--to help provide equality of educational opportunity, promote learning, and to improve race relations in schools--they can be considered guidelines for multicultural education.

- The attitudes and behavior of teachers and staff affect the academic performance of students

Since 1960 there has been a growing pool of empirical research available on the correlation between the behavior and attitudes of teachers and others and the attitudes and academic performance of students (Gage, 1963; Washington, 1968; Purkey, 1970; Banks, 1970; Krantz, 1970; Banks and Grambs, 1972; Noar, 1972; and Good and Brophy, 1973). Results of investigations using new sophisticated and reliable data collection tools yield rather convincing data that teacher behavior strongly affects pupil behavior and has especially important implications for minority children (Amidon and Hough, 1967; Brophy and Good, 1969; Bonjean, *et al.*, 1967; Gay, 1975).

Social science research (discussed more fully on pp. 2-8) suggests that student ethnicity is one of the major determinants of teachers' attitudes and behavior to their students, that teachers, including majority teachers, expect less of minority students and give them fewer opportunities and less encouragement and positive feedback, and that these conditions are a major determinant of quality of education, and that many minority children are being denied equal opportunity for quality education.

How teachers, principals, and other staff behave toward students and how schools and classrooms are organized are critical factors in determining the effects of desegregation. Better race relations are likely in those schools where:

a. principals are supportive of multicultural education and exert leadership to that effect;

b. teachers are relatively unprejudiced and supportive and insistent on high performance and racial equality;

c. any achievement grouping or tracking do not result in racial isolation;

d. positive social goals (e.g., good race relations and race and sex equity) are emphasized by teachers, principals, and staff;

e. parents are involved at the classroom level in actual instructional activities;

f. multicultural curricular materials are used;

g. faculties and staffs are integrated;

h. there are ongoing programs on staff development that emphasize the problems relating to successful desegregation;

i. substantial interaction among races both in academic settings and in extracurricular activities are encouraged.

This last factor seems to be the most important. It may be that without substantial interracial contact--interaction within classrooms and schools, in learning and play situations, as well as through seating patterns--other approaches to improving race relations such as teacher workshops, class discussions or curriculum revisions, will probably have unimportant consequences.

- Prepare all teachers, administrators, and other staff for desegregated, multicultural education

AACTE surveys in 1977 indicate that at least twenty states had passed legislation endorsing multicultural education or even requiring some measure of it for teacher certification, and many higher education agencies developed, or had forced upon them, Black Studies, Mexican American Studies, Native American Studies, Asian American Studies, or minority studies programs of some form. Nevertheless, the results were disappointing. There were exceptions, but on many campuses the minority studies programs were isolated and had little if any impact on teacher education (Banks, 1975b; Eko, 1973; Gibbs, 1974; Katz, 1973; Sanchez, 1972; West, 1974). Multicultural courses offered in teacher-training curricula were frequently elective and prospective teachers received little encouragement to enroll in them (Katz, 1973; Sullivan, 1974; West, 1974; Rivlin and Gold, 1975; Arciniega, 1975; Smith, 1969; Garcia, 1974; Hilliard, 1974; Hunter, 1974; AACTE, 1976; Baptiste, 1977; Braun, 1977). This makes effective inservice education all the more critical.

- Cultural pluralism is more useful than the "melting pot" concept in education for a diverse, democratic society

The melting pot, wherein the objective was assimilation and effacement of cultural diversity, worked only to the advantage of some white groups or individuals of other groups lightly colored enough to "pass," because the "one model American" of the melting pot was white, Anglo-Saxon, protestant, and middle or upper income (*cf*. AACTE, 1973; California State Department of Education, 1977). The further from this ideal, the more handicapped one was in being successful. As Rev. Jesse Jackson has observed, many Americans of color "stuck to the bottom of the pot" (Glazer & Moynihan, 1970; National Education Association, 1975). And Greer (1972) has pointed out that the melting pot of education did not assimilate many white immigrant children.

Rather than the melting pot, a more culturally pluralistic concept is the "stew pot." In the "stewing" process the ethnic "ingredients" take on and give off "flavors" without losing identity, pride, or opportunities. From 1916 when John Dewey introduced the concept of "cultural pluralism" in an address to the National Education Association (Hunter, 1974), there have been different ideological values assigned to it (e.g., Stent, *et al*., 1973; Banks, 1975a). Probably the usage most consistent with democratic ideals is one which is based on the development of American society in which many ethnic groups live in a symbiotic relationship, where cultural differences (including language, system of ethics, social patterns, dress, and diet) are respected, without any implication that one culture is superior or inferior to another (see Aragon, 1973). Cultural pluralism does not deny the existence of differences in culture, but values such differences and sees no reason for asking anyone to reject his or her cultural identity in order to have dignity and equal opportunity. While there would be no pressure for anyone to assimilate into another culture, one would have freedom to do so if he or she chose. (See Aragon, 1973; Epps, 1974; Hunter, 1974; Banks, 1975; Rist, 1978; and Passow, 1975).

### 3. Inservice Education Guidelines

Multicultural education requires training to recognize and capitalize on the existence of ethnic diversity for enriching the teaching of youth. Until all from schools of education are trained this way, it can only be done through inservice training. Desegregation literature is replete with studies and reports indicating the need for effective multicultural inservice education to: (1) prevent negative classroom and school experiences which reinforce stereotypes and prejudices and (2) provide classroom and school atmospheres which encourage learning and interracial friendship and understanding and to teach children to be ethnically literate (e.g., Banks, 1973, 1975a, 1975b; Castañeda, et al., 1974, Ornstein, et al., 1975; Dillon, 1976; Braun, 1977; Klassen and Gollnick, 1977; Phillips, 1978; Rodriguez, 1978; Blackwell, 1978; and Grant, 1979).

The literature of IE has greatly increased in recent years. A review of this literature discloses no convergence of conclusions. There is, however, near consensus that although the state of IE practice is deplorable, much is known about sound principles for effective training practices. for effective training practices. Following are guidelines for IE.* More specific guides, details, and examples are included in the narrative of the model (pages 40-74).

- Planning and content of IE should be in response to assessed needs

Needs assessment is a broad term which covers such needs sensing activities as individual self assessments, total staff surveys, community opinion analysis, and student achievement testing, among others. Selection of sectors to assess, as well as the focus on need areas, depend on several factors. In desegregation these factors include stage of implementation and clues based upon perceptions of the behavior of people involved. During early planning and preparation need areas may concentrate on community relations, knowledge of law and purpose of desegregation, rather than student achievement, for example. Later planning and preparation could focus on problem solving and interpersonal relations skills, crisis prevention and resolution, classroom management/discipline, cultural awareness, developing a multicultural curriculum and integrated extracurricular activities, operating an information center, promoting home-school cooperation, and generally preventing "second generation" desegregation problems. Post desegregation IE concerns might include student achievement, and preventing/solving second generation problems such as resegregation, in-school segregation, punishment, and drop-outs, as well as follow through from earlier efforts.

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* Sources for the IE guidelines and model included, among others: The Inservice Teacher Education Concepts Project (Nicholson and Joyce, 1976; Yarger, *et al*., 1976; Brandt, *et al*., 1976); the educational change studies sponsored by the Rand Corporation (Berman and McLaughlin, 1975, 1977, 1978; see also Datta, 1978), and the Institute for Development of Education Activities (I/D/E/A), (Goodlad, 1972, 1975, 1977), the Concerns Based Adoption Model (CBAM) research (Hall & Loucks, 1977, 1978; Hall and Rutherford, 1976); the findings of the Phi Delta Kappa's Commission on Professional Renewal (King, *et al*., 1977); the Teacher Corps Research Adaption Cluster research (Morris, *et al*., 1979); as well as recent overviews and analyses of IE (Rubin, 1970, 1978; Edelfelt, 1974; Lawrence, 1974; Edelfelt and Lawrence, 1975; Edelfelt and Johnson, 1975; Howey, 1976; Howsam, 1977; Beegle and Edelfelt, 1977; Fullan and Pomfret, 1977; Zigarmi, Betz, and Jenson, 1977; Edelfelt and Smith, 1978; Gage, 1978; Pinar, 1978; McNeil, 1978; "Staff Development: New Demands, New Realities, New Perspectives," September 1978; Hutson, 1979; Ryor, Shanker, & Sandefur, 1979; Feiman & Floden, 1980; Gagne, 1980; Harris, 1980; Joyce & Showers, 1980; Wood & Thompson, 1980), and studies and analyses dealing specifically with desegregation and/or multicultural education and IE (Mosley and Flaxman, 1972; Davidson, 1973, Davison; 1974; Wayson, 1975; Braun, 1977; Hillman, 1977; Marsh, 1977; Valverde, 1978, Sutman, *et al*., 1979).

Pre-planning assessment should include staff experience, characteristics, interests, and strengths, as well as needs. To be a helpful tool, the assessment must be realistic and taken seriously by participants. All staff should be represented in all steps of the assessment process and should have opportunities to suggest ways to meet their needs.

- IE decision-making should involve those affected by the decisions

The question of who "controls" IE involves issues of politics and education. Teacher organizations are asking for more power in IE decision-making. Where no single group controls IE, shared responsibility is a reasonable means of reaching a decision. Sound educational principles also support collaboration in decision-making including:

a. improving the quality of IE with input from multiple perspectives,

b. increasing participants' sense of efficacy,

c. promoting the concept that decisions should be made on the basis of competence rather than position,

d. increasing participants' sense of involvement in and "ownership" of the program.

- Budgets should be developed for adequate IE funding, as for any ongoing school program

IE is as amenable to programmatic budgeting as any other carefully planned program. There appears to be no consensus in the literature about a standard of funding. A general standard of ten per cent of the district's operations budget has been suggested (Howsam, 1977). But, while practices vary widely, actual funding is considerably lower than that, perhaps averaging less than one per cent.

Unanticipated needs should be budgeted for, especially in preparation for desegregation and in its early stages. At these stages, implementation of desegregation/integration may be considered a "special project" to bring about major changes in a relatively short period of time and thus require a higher level of funding than routine programs (cf. Harris, 1980). Federal or other sources of government funding is frequently available for desegregation-related IE (see pp. 35-36).

- Location of IE should be determined by training requirements and activities

Generally the school site is the most effective locus for training, but planning and some training objectives may be more readily achieved in a retreat. A major advantage of the school as the site is that it promotes a "job-imbedded" approach to training, which can foster solution to school-wide problems, as well as the improvement of the school climate and working relationships. But some sensitive intrapersonal awareness and interpersonal skills may be best dealt with off-site in a retreat setting.

- IE is more effective when it is explicitly supported and attended by district and building administrators

Contrary to the common belief that availability of district funds is the main factor in determining the success and continuation of innovations, district and school-site organizational climates are more important than financial factors. Superintendents are extremely important in determining the success of programs in their districts, as are principals in their schools. The presence of administrators in IE tends to produce several good effects, such as "legitimizing" IE, modeling behavior, and dispelling the deficit and top down models. Further, administrators at all levels need IE to do their jobs, a facet of staff development often neglected.

- Inservice should be an integral part of the total school program

Within the most successful schools, IE is not a "project" but part of an ongoing improvement and problem-solving process within the school.

- Incentives for participation in inservice programs should emphasize intrinsic professional rewards, although public funds should pay for IE

Research does not support any argument that extrinsic rewards such as extra pay, salary credit, or the like will cause teachers or other clients to be committed to a project. Commitment is influenced by at least three factors: (1) whether the innovation offers promise of educational improvement and professional growth, (2) administrative support, and (3) governance/planning strategies. Of the three governance/planning strategies: (a) top-down, (b) grass-roots, and (c) collaborative, the third has been the most successful for securing involvement, support, and effecting planning (see McLaughlin and Marsh, 1978; Yarger, 1976; and pp. 41-42, below).

A corollary to the incentives guideline is that there should be no disincentives such as inconvenient times, locations, or other factors to discourage or penalize participation.

- IE programs should offer promise of educational improvement and professional growth

Most experienced teachers (more than five years in the profession) felt that most IE was not worthwhile nor sufficiently challenging. Ambitious and complex projects are more likely to offer intrinsic rewards to participants and thus be successful. A dilemma may exist in that such programs are more difficult to design and carry out. But if the program is planned and governed collaboratively and is conceptually clear, the likelihood of success is increased.

- Program goals should be specific and clear

In the Rand Change Agent study, the more specific that teachers felt program goals were, the more goals the program achieved, the more student improvement was attributed to the project, and the more continued the use of program methods and materials. An important component of this specificity is conceptual clarity, i.e., the extent to which program staff understand what they are to do and understand the rationale of their project activities. This may call for frequent staff meetings and timely discussions.

- IE should be based on a developmental, rather than a deficit model

Within a deficit model, teachers are seen as lacking the professional skills necessary for successful teaching and as needing inservice to remedy these deficiencies. The development model, however, is based on the premise that teachers are professionals with valuable abilities and skills and that they need not be inept in order to become more adept.

Preference for the development model over the deficit is more than a matter of taking sides in a philosophical debate over whether a glass is half full or half empty; teachers, like other people, tend to perform up, or down, to expectations and approach.

- IE programs should be heuristic and locally adaptive

Well-conceived and well-structured innovative programs whose effectiveness has been proven elsewhere can be quite helpful to a school district. But any model should be heuristic and readily adaptable to local conditions, serving as a guide to help people to discover or reveal local needs and available resources through comfortable styles and approaches. Development of IE to implement an innovative program, such as multicultural education, should be part of the professional learning process which helps teachers and administrative staff understand and adapt the innovation to local needs. This is not so much "re-inventing the wheel" as it is designing or adapting a tire for the wheel to suit local terrain.

Important learning takes place during this entire adaptation process as the people involved satisfy their needs for information about the innovation. An effective process thus helps provide conceptual clarity and focuses resources and commitment to the innovation.

- Implementation of IE should model good teaching

Modeling "good teaching" means different things to different people. Good teaching in IE, according to recent literature, is adaptive to classroom conditions, uses experiential activities, encourages self-instructional methods, provides wide choices, and employs demonstrations, supervised trials, coaching, and feedback.

Teachers who have a repertoire of teaching models appropriate to their own style and have skills in using them have a relative advantage (Joyce and Weil, 1978). It is, however, probably more important for teachers to learn problem-solving skills than to have IE to increase their repertoires of proven teaching models or strategies (McLaughlin and Marsh, September, 1978).

- Trainers should be competent and suited to the situation

The issue of who should facilitate IE training is a controversial one on which some groups have assumed a dogmatic stance. Generally, classroom teachers are highly regarded as trainers, while supervisors and administrators are not, and there has been a diminution of the role of higher education agencies in school IE. Considerations should include whether the subject matter is instructive or administrative in nature, whether content is awareness, knowledge, or skills oriented, and many other variables. But primarily the central issue is competence rather than role group. The literature suggests that no single category of trainer is equally successful with all kinds of training.

- Outside agencies/consultants are sources of technical assistance and expertise

Technical assistance and expertise is frequently available from outside agencies. These include state and federally funded agencies, higher education (HEAs) and private agencies as well as other school districts.

A number of these sources offer assistance particularly relevant to desegregation. Many states have Technical Assistance Units funded under Title IV of the 1964 Civil Rights Act specifically to help schools implement desegregation. Their regional counterparts, with similar funding and purposes, are the Desegregation Assistance Centers (DACs). Each school district is in a region served by a Race DAC, National Origin DAC (whose technical assistance includes help with bilingual education), and Sex DAC. Through HEAs, federally funded institutes provide desegregation training for school personnel. Some regional educational development laboratories have desegregation-related projects, funded principally by the National Institute of Education, which provide information and materials. Another valuable source of technical assistance is project personnel from a school where desegregation has been successfully implemented and demographic variable and history of race relations are similar.

Consultants, whether from inside or outside the system, can provide valuable service. But they must have requisite experience, expertise, and time to tailor their service to local needs. They should not, consciously or unconsciously, upstage local project staff, but should mesh with the overall program.

The purpose of technical assistance is to help local practitioners to adapt rather than adopt innovations and to help them learn to solve problems rather than to solve problems for them. Outside agencies/consultants should provide neither too much nor too little assistance.

- Evaluation of IE should be a systematic, ongoing, collaborative process to help improve programs

As an important, expansive, and sensitive program, IE deserves rigorous evaluation. To be an effective program, IE requires rigorous and ongoing evaluation. And yet, an ideal evaluation component is difficult to achieve: resources are usually limited, extensive data from diverse facets and many people are required, timing is critical, and because effective IE is collaborative, evaluation feedback is an elaborate process (Harris, 1980). Perhaps this is why evaluation, although generally said to be one of the most critical components of an effective program, is one of the most neglected.

Following are some often neglected guidelines for what evaluation should be (Griffin, September 1978):

a. Ongoing and formative, to help re-design or modify activities.

b. Informed by multiple data sources from people at all levels who can help explain IE's process and consequences.

c. Dependent upon quantitative and qualitative data to broaden understanding of events which bear upon results.

d. Explicit in providing information about the program's effectiveness, so as not to appear as if it is the participants who are on trial.

e. Considerate of participants' time and energy by using unobtrusive measures that emerge from the natural setting rather than by imposing additional responsibilities on participants.

f. Reported in form that can be readily understood by participants and patrons of the program.

Following is a summary of WIEDS' Guidelines:

1. Desegregation Guidelines

    (1) Affirmative and assertive local leadership
    (2) Two-way communication
    (3) Community involvement in the desegregation process
    (4) Desegregation as an opportunity to improve education
    (5) Research and evaluation
    (6) Training for all school personnel
    (7) Include lower grades in desegregation
    (8) Careful and comprehensive planning

2. Multicultural Education Guidelines

    (1) The attitudes and behavior of teachers and staff affect the academic performance of students
    (2) Prepare all teacher, administrators, and other staff for desegregated, multicultural education
    (3) Cultural pluralism is more useful than the "melting pot" concept in education for a diverse, democratic society

3. Inservice Education Guidelines

    (1) Planning and content of IE should be in response to assessed needs
    (2) IE decision-making should involve those affected by the decisions
    (3) Budgets should be developed for adequate IE funding, as for any ongoing school program
    (4) Location of IE should be determined by training requirements and activities
    (5) IE is more effective when it is explicitly supported and attended by district and building administrators
    (6) Inservice should be an integral part of the total school program
    (7) Incentives for participation in inservice programs should emphasize intrinsic professional rewards, although public funds should pay for IE

(8) IE programs should offer promise of educational improvement and professional growth
(9) Program goals should be specific and clear
(10) IE should be based on developmental, rather than a deficit model
(11) IE programs should be heuristic and locally adaptive
(12) Implementation of IE should model good teaching
(13) Trainers should be competent and suited to the situation
(14) Outside agencies/consultants are sources of technical assistance and expertise
(15) Evaluation of IE should be a systematic, ongoing, collaborative process to help improve programs

## C. WIEDS INSERVICE EDUCATION PROCESS MODEL

To complement these guidelines, and to further assist with the implementation of an effective IE program, the Project has developed the "WIEDS Inservice Education Process Model," as shown by the schema in Figure 3 and explained in the following narrative.

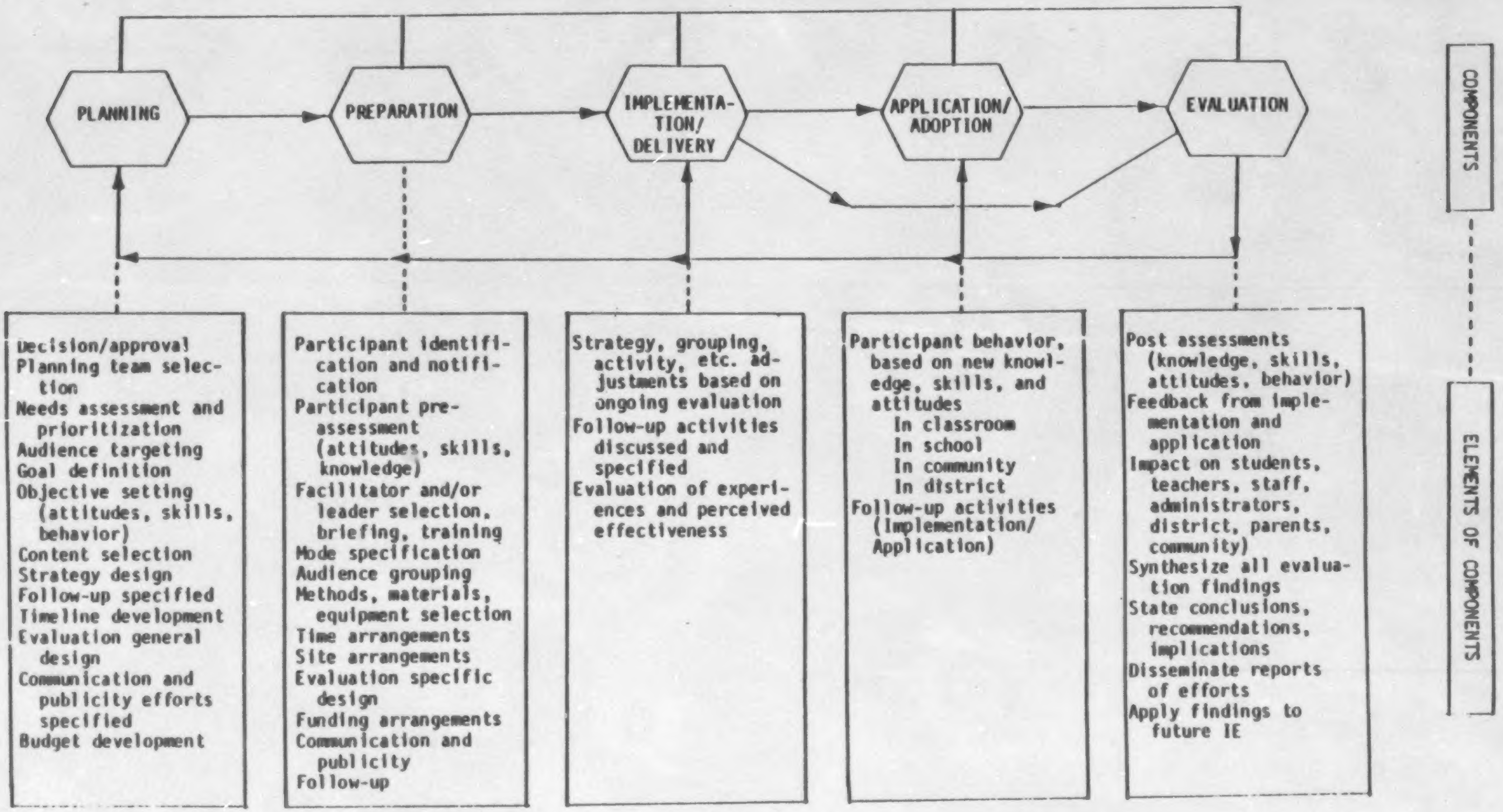
### Contents of WIEDS Model

Page

Schema (Figure 3. . . . . . . . . . . . . . . . . . . . . . . . . 39

Components. . . . . . . . . . . . . . . . . . . . . . . . . 40
1. Planning . . . . . . . . . . . . . . . . . . . . . . 40-48
2. Preparation. . . . . . . . . . . . . . . . . . . . . 48-57
3. Implementation/Delivery. . . . . . . . . . . . . . . 57-58
4. Application/Adoption . . . . . . . . . . . . . . . . 58-64
5. Evaluation . . . . . . . . . . . . . . . . . . . . . 64-74

# WIEDS PROCESS MODEL FOR INSERVICE EDUCATION



| PLANNING | PREPARATION | IMPLEMENTATION/ DELIVERY | APPLICATION/ ADOPTION | EVALUATION |
|---|---|---|---|---|
| Decision/approval<br>Planning team selection<br>Needs assessment and prioritization<br>Audience targeting<br>Goal definition<br>Objective setting (attitudes, skills, behavior)<br>Content selection<br>Strategy design<br>Follow-up specified<br>Timeline development<br>Evaluation general design<br>Communication and publicity efforts specified<br>Budget development | Participant identification and notification<br>Participant pre-assessment (attitudes, skills, knowledge)<br>Facilitator and/or leader selection, briefing, training<br>Mode specification<br>Audience grouping<br>Methods, materials, equipment selection<br>Time arrangements<br>Site arrangements<br>Evaluation specific design<br>Funding arrangements<br>Communication and publicity<br>Follow-up | Strategy, grouping, activity, etc. adjustments based on ongoing evaluation<br>Follow-up activities discussed and specified<br>Evaluation of experiences and perceived effectiveness | Participant behavior, based on new knowledge, skills, and attitudes<br>In classroom<br>In school<br>In community<br>In district<br>Follow-up activities (Implementation/ Application) | Post assessments (knowledge, skills, attitudes, behavior)<br>Feedback from implementation and application<br>Impact on students, teachers, staff, administrators, district, parents, community)<br>Synthesize all evaluation findings<br>State conclusions, recommendations, implications<br>Disseminate reports of efforts<br>Apply findings to future IE |

Figure 3

As shown in Figure 3, the WIEDS model has five components: (1) Planning, (2) Preparation, (3) Implementation/Delivery, (4) Application/Adoption, and (5) Evaluation. Each component is composed of elements that are basic to a structured, comprehensive plan which allows for flexibility and adaptability to local needs and characteristics.

## 1. Planning

Most school districts probably need three levels of planning for inservice training: (1) overall or master planning, (2) project or program planning, and (3) session planning (Harris, 1980). If each of the three is well conceived and developed, the implementation of any one facilitates the other two. At each level, the quality of planning is more important than quantity. Well developed and clearly written plans help focus attention, guide activity, and aid evaluation.

A good plan has authority and is appropriate and complete. Authority comes from those directly affected by the plan as well as those in the power structure who authorize inservice activities and funding. A plan is appropriate if it reflects the needs of those affected by the plan and includes implementation strategies and activities which will work with the participants involved in the training. To be complete a plan must provide a foundation and blueprint for carrying out each element of the other four components of inservice: preparation, implementation/delivery, application/adoption, and evaluation.

As with any educational innovation, leaders should be well informed about their school's desegregation plan in order to win staff commitment to implementing it and developing an IE program to support it. As indicated in the WIEDS Guidelines, desegregation and inservice programs characterized as being successful have had explicit administrative support. This need for effective leadership in no way conflicts with the constructive trend to collaborative governance.

Membership of all planning teams should reflect a collaborative approach, including racial/cultural groups and job-roles: teachers and other personnel, administrators, principals, and parents/community members. All members of each team should themselves be sufficiently trained to implement the WIEDS guidelines for desegregation, multicultural education, and inservice training. Each team member must be thoroughly familiar with the district's desegregation plan and various cultural communities.

Planning teams or committees should parallel the three levels of planning: (1) a central district-wide planning team, (2) a sub-committee or team for planning each project or program, and (3) session planning teams. The third level team may be made up of members of the level two program team plus such consultants, facilitators, or presenters as are considered necessary for effective session planning.

In developing the master plan, the central team defines goals, sets major objectives, assesses and prioritizes needs, allocates funds, develops budgets, targets general audiences, sets timelines, selects content, provides for publicity inside and outside the system, designs the overall evaluation, and provides general direction and monitoring at the district level. The program and session teams, working within the district-level guidelines, plan their respective levels' objectives, content, strategies, publicity and communication efforts, evaluation design, and audience selection.

Desegregation and multicultural education involve complex relationships and communication processes with other staff as well as with students. And these relationships and processes involve needs which usually require in-service training. In planning and conducting a needs assessment, two sources of information must be tapped: (1) information related to staff needs and (2) information related to student needs.

Staff-based needs may be divided into institutional requirements and individual needs. Institutional requirements pertain to maintaining cerfication or for qualifying for advancement "in the ranks." IE for desegregation, however, concentrates on the staff's individual needs, those related to day-to-day professional responsibilities of instruction, administration, counseling, bus-driving, food-serving, etc. To carry out these responsibilities in the newly desegregated or desegregating school, the staff will most likely need more than traditional pedagogy and skills, but will need also to develop additional awareness, knowledge, and skills based on student needs. Relevant student-based data includes cultural and socio-economic background, achievement, dropout (rate and causes), and graduate-followup studies information. Many of these data will pertain to emotional as much as to physical and academic needs.

Two principles of assessing staff needs are corollary to the collaborative concept: (1) all staff must be represented in all steps of the assessment process, and (2) all staff should have an opportunity to suggest ways to meet their needs. As with students, staff members have a variety of learning styles which cannot be accommodated by a single IE training mode. And as in the classroom, creative thinking should be encouraged to prevent conformity and monotony in IE learning activities.

The four steps of assessing needs are: (1) planning and (2) collecting, (3) tabulating, and (4) analyzing data. Planning includes determination of the most effective means of assessing staff needs--questionnaire, formal or informal interviews, assessment workshops, some other mode or a combination of some or all of these. One helpful assessment tool is the Concerns Based Adoption Model (CBAM) which is designed to diagnose not only specific needs but also concerns of participants in order to provide relevant, individualized IE activities (Hall, Loucks, _et al_., 1978). These concerns vary through stages that an individual experiences, ranging from personal to management concerns. The CBAM Stages of Concern (SoC) Questionnaire provides individual and group data that can be used to plan training, evaluate progress, and discover individual problems during implementation and application of IE. More about CBAM is included in the discussion of the application component of IE.

In collecting and tabulating data, it is helpful to obtain and cross tab information on building and personal bases to allow more accurate analysis and effective targeting of the IE audience. For example, there is no need to provide inservice activities to increase cultural awareness in all schools of a district, when the need exists in only one of the schools. There must be a systematic and thorough district-wide assessment of teacher, staff and student needs. Without reliable and complete needs assessment data, it is impossible to develop an effective inservice plan. Nevertheless, the most difficult parts of planning still lie ahead. At this point, planning time, creativity, and perhaps expert consultative assistance are required.

The planning team has the tasks of deciding which needs are of highest _priority_ and considering the resources available to meet them. Only one major need, or a few closely related ones, should be addressed at one time. Inservice goals and objectives are based upon priority needs. A goal is a statement of intentions or purposes to be achieved. These can be short range and long range goals. It indicates what the program is intended to accomplish. The way to achieve these goals is through objectives. Objectives should indicate how these goals will be met. Objectives need to be relevant and explicit for the purposes of validating them against the needs they are intended to serve and to guide the selection of activities and other design considerations. Objectives may be expressed in behavioral terms that are related directly to the problem and specific needs.

Most traditional inservice efforts have been directed to teachers as the targeted audience. But the total school staff, parents, and community representatives should be involved in desegregation and in IE to implement it. Superintendents and principals are extremely important in determining the success of programs in their districts and schools. Their leadership and support is essential, and they also need training to fulfill their increasingly demanding jobs. Further, the presence of administrators in training tends to produce several good effects, such as legitimizing IE and giving it status, modeling behavior, and dispelling the deficit and top down models. Other participants in IE should include parents/community members, students, school board personnel, and all non-certified personnel (e.g., aides, custodians, food service personnel, and bus drivers). The audience targeting will not always include all of the aforementioned people but will rely on the content and activities of the IE program to focus on a specific group of clients.

The core of the IE program will be the actual content. And as objectives must be consistent with set goals, so must content and activities be consistent with objectives. In selecting content, a number of questions should be asked. For example, will there be a variety of choices or will there be one specific theme or topic to be addressed? Will the theme or topics deal more with the cognitive domain, such as techniques for increasing the student's achievement in the "basic skills"? Or will the emphasis be more affectively oriented, such as with motivation, cultural awareness, and self-concept?

Strategy design requires considerable thought, even for experienced IE planners, because it should depend on the interplay of many other factors, including content, objectives, available resources and skills, and the audience, to name a few. It may be helpful to develop alternate strategies which can be used if needed. Strategy design encompasses grouping methodology to be employed (e.g., lecture, role-playing, group discussion), use of materials (e.g., type of audio-vidual aids and whether use of packets or several individual handouts).

Any innovation will require follow-up activities. Activities should be outlined in sufficient detail to encourage adoption of new concepts and support the principle that IE should be an integral part of the total school program as opposed to traditional "one-shot" approach. (See more on follow-up activities with the Implementation/Delivery, page 58, and Application/Adoption, pp. 58-64, components.)

A timeline depicting dates of events for all elements of the IE components is an important graphic aid for planning, implementing, and monitoring the program. A careful, realistic timeline provides a "map" of events and helps to avoid becoming lost in unfocused details. In budgeting time for IE, two time frames must be considered, one within the other. The larger frame is the total time allotted to training during the school year (and perhaps in the summer before and/or after). Planning for the best use of that time establishes the detailed time frame within the larger one. If a total of 10 days is authorized, should this time be taken one day a month, two days every other month, two hours a week, or how? Considerations of lower limits include beliefs about minimum times likely to be productive. Setting of upper limits should consider physiological needs for food and rest. A sample Workshop Planning and Preparation Form, adaptable to local agendas, is appended (Appendix A).

Unfortunately for students, teachers, and most others directly affected, preparation for desegregation frequently does not begin until, after years of legal arguments, a court order or other mandate sets a date for desegregation which leaves little time for preparation. There may even then be a tendency for IE and other preparation, if begun at all, to be half-hearted while the school district appeals the mandate. Thus it is not unusual for inservice training and other preparation for desegregation to begin quite late and be carried out on a crash basis.

Not all schools, however, have waited so long to begin. And outcomes for all concerned are undoubtedly enhanced when the time frame for IE to implement desegregation includes lead time (before school begins) for (1) careful selection of and 10 days of training of trainers, including school-based teams; (2) program planning and preparation; and (3) at least five days of IE for total staff, parents, and community representatives. In addition there should be a minimum of one day per month of intensive training plus additional time for follow-up coaching, support, and evaluation activities, perhaps on an informal, individual basis. Whatever the time frame, program planners have the problem of fitting objectives and activities to the time available.

Budgeting funds for inservice is similar to budgeting time, in that resources are limited and objectives and activities must be fitted to the resource rather than the other way around. While the budget should not determine needs, it almost inevitably influences the decision of which needs are to be met. Budget development requires the best possible information available; otherwise, actual expenditures might exceed estimated costs, causing embarrassing and demoralizing cancellation of planned inservice. To assist with budget design and development, a sample Inservice Budget Sheet and an Illustration of a Budget for A Complex Unit of Training are appended (Appendices B and C).

A good evaluation plan is the best way to determine whether the inservice goals and objectives are met and why or why not. Planners should keep these questions in mind as they design an evaluation plan:

(1) Why evaluate?
(2) Who is the evaluation for?
(3) How will it be done?
(4) Who will do what?

Evaluation designs are closely linked to the goals and objectives of a project. When goals are clearly stated and specific objectives outlined in ways that can be observed, the task of evaluation is well begun. Ongoing evaluation requires time and money as well as a strong commitment to plan properly and extensively in order to help improve IE programs. (Please see the Evaluation component, pp. 64-68, for more on planning evaluation.)

Part of what needs to be done to assure an effective inservice program amounts to good communication and public relations within the school and district, as well as between the school and district and their constituencies. Inservice leaders dare not remain isolated from others of the school staff, district staff, or from students, parents, and advisory groups. The central tasks are two-way sharing of information and facilitation of cooperation and support. Planning here includes answering the questions of why (objectives), how, what, when, and who will get it done.

## 2. Preparation

The planning committee may, probably with membership adjustments, serve as the preparation committee. Or the planning committee may appoint and maintain supervision over a preparation task force. In any case, the preparation committee/task force should, like the planning committee, be (1) collaboratively broad-based; (2) thoroughly familiar with the community, the desegregation plan, and the theory and practice of effective desegregation; and (3) committed to integration and multicultural education.

Participant identification, selection, and notification in the preparation stage are predicated on the planning stage's audience targeting. A wide array of ways to identify personnel include job role and school grade level or content area. Notification of IE can be made via a workshop agenda, school memorandum, posters, newspaper, and personal contact. All available methods for good communication and public relations should be used. Special efforts may need to be made to reach out to parents and community members, especially if they are to be attending for the first time. Personal contacts from planning team members, such as by telephone, may be even more important to parents and community representatives than to school personnel. This can be carried a step further in communicating appropriately with non-English speaking participants.

If there is any need to refine or fill gaps in the needs assessment from the planning stage, this can be done as training pre-assessment early in the preparation stage. It is important to know how many participants there will be, their past IE experiences, job responsibilities, strengths and weaknesses, and needs in skills, attitudes, and knowledge. This information is essential to the preparation of appropriate content, methodology, and activities for the implementation stage of inservice.

The selection of facilitators and consultants is frequently sensitive and sometimes controversial. A collaborative process tends to defuse potential controversy and can promote the likelihood of quality selections. Ideally, all of the expertise and experience essential to effective training will reside in the committee. This is frequently not the case, however, with inservice for desegregation or any other innovation. Consultant services from outside the school and district may need to be obtained. Before contracting for a consultant, however, care should be taken to make maximum use of school, district, and readily available volunteer community resources. A needs assessment designed to identify desegregation-related strengths as well as weaknesses, should help locate in-house resources. And the planning team's effective interpretation of needs data should be spelled out in such terms that it is possible to write a "job description" and objectives for any necessary consultants.

Potential consultants may be identified and located through several agencies. These include regional Race Desegregation Assistance Centers, state education agencies (particularly those with Title IV projects), higher education agencies, professional educators' organizations, and school districts which are significantly advanced in the desegregation/integration process. Some school districts have taken advantage of a Title IV grant to employ a sort of full time "resident consultant" with qualifications to help the district meet its desegregation-related objectives. And preparation teams should look at the credentials of potential consults in much the same way as a district would examine those of a potential employee. An ideal consultant would have expertise not only in desegregation/integration theory and a variety of successful experiences related to the desegregation needs at hand, but would be an effective teacher and not upstage local IE team members and presenters. If consultants are used, it will be helpful to bring them in during preparation to brief them, have the advantage of their input, and arrange for equipment and other items required for their presentations. (See example Consultant Services Check List and Consultant Data Sheet (Appendices D and E.). During this preparation, consultant activities can be coordinated with those of other consultants and local presenters.

In addition to arranging for and briefing the consultant, local coordinators prepare for appropriate facilities, sites, materials, evaluation forms and activities, audio-visual equipment and necessary personnel to operate it, publicity, notification, and facilitators for group discussions and reports. In most larger districts there are personnel whose routine duties include these activities. In some schools the principal and her/his staff make such arrangements. Sometimes these support activities may be performed by one staff member who would be compensated in time or with an honorarium.

It is important that local resource people be given as much responsibility as possible, going beyond the traditional and narrow base of using a select few to serve as facilitators. This is especially desirable when viewing the IE process as collaborative and desegregation/integration as innovative. The underlying principle is to include those persons most affected by IE who can share ideas and expertise to improve education. This includes teachers, administrators, all other staff, parents, and community members.

The literature suggests that no single category of trainer is equally successful with all kinds of training. A cadre of trainers with different but complementary styles provides participants with multiple modeling possibilities. Secondary to the immediate training objectives, a district and school should develop its own team of trainers for desegregation inservice. Indeed, some districts approach their primary needs by first securing training for such teams who in turn train other district personnel on a priority basis. Frequently these teams are building-based, composed of a principal, teacher, counselor, parent, and perhaps a mid-level staff member between the building and the district. This approach offers several advantages, including that of quickly becoming independent of outside consultants, using the strengths of the collaborative concept, and allowing the possibility of modeling both a variety of training styles and collegial cooperation between team members of differing races, sexes, and job roles.

Many districts do not, however, begin preparation for desegregation with sufficient lead time to train trainers before providing desegregation-related inservice for the general school staff. But even in these cases, training of trainers should be going on at the same time as inservice for the general school staff. Prospective trainers can then work closely with consultants and receive instruction from them in real on-the-job training. Given enough lead time, key personnel may be trained through appropriate Title IV training institutes, conferences, higher education courses, or a combination of these inservice modes. Most school personnel, however, will most likely be trained in school- or district-based workshops. These have the advantages--when properly planned, prepared, and implemented--of focusing on district/school needs while providing some variety of activities to meet individual needs.

The grouping of participants for and within workshops depends upon a number of factors, including:

- objectives
- topic
- participants job role, grade level of teaching, personality, sophistication, inservice experience, knowledge of the topic
- activities
- size of total group
- time available
- style of presenter
- availability of facilities and facilitators

Combining a variety of types of activities (e.g., lecturette, discussion, feedback, and performance/participation) provides change of pace and helps maintain interest. Some of these activities may best be conducted in sub-groups, e.g., role play, discussion groups, brain-storming, and simulation games. It should be helpful for these small groups to share the results of their activity with the larger group.

There are advantages in varying membership of groups. For problem-solving, if it is a school-wide problem, it is probably a good idea for personnel of each school to meet as a group to identify, define, and discuss the problem. Subsequently there should also be advantages in discussing the problem with personnel from other schools, especially if they are, or have been, grappling with the same problem. Some problems pertain to communications or relations between groups in a school or district. Such problems frequently involve different racial groups and job-role or category groups such as teachers and administrators or parents and teachers/administrators. In such cases, even though cast in a workshop format, crisis preventions and/or resolution techniques may be appropriate. Facilitators may meet with one group and then the other (or others, if more than two groups are involved) to help them identify and define the specific issues of the problem(s) before bringing the groups together to try to resolve it. Often the problems stem from faulty communication and simple misunderstandings, but the facilitators involved need communication and crisis prevention/resolution skills lest the problem be made worse.

Effective desegregation/integration requires cooperation not only within the school but among the school, home, and community. Frequently there are communication barriers present which obstruct cooperation, even within the school. It is not unusual for those involved to have difficulty identifying, much less solving, the problem, especially if it is a long-standing one. A skilled outside consultant may render important service in helping bridge these gaps. In schools and districts where there is no tradition of serious and frank intergroup communication, the problem may not come to light until a larger task is confronted, such as implementing desegregation. Even though lack of communication and cooperation may have had negative effects on school atmosphere and quality of education, the "sand in the gears" did not get attention until the "machine was under stress." If teachers, administrators, and parents and other community representatives are grouped together "cold" and/or without a skilled facilitator, participants are not likely to be receptive to information or training or to discuss sensitive issues of desegregation. Initial sub-grouping by categories may be helpful in breaking barriers and building bridges for intergroup communication, not only during IE but for day-to-day cooperation.

The availability of multicultural and other desegregation-related materials has increased significantly over the past decade and a half. These include simulation games and other activities as well as the gamut of types of audio-visual educational products that school personnel can use in their own training. Helpful information about these materials is available from such resources as bibliographies (e.g., the useful annotated bibliographic series by Jones, et al., 1974-1977) and the National Education Association toll-free hotline which provides descriptions of products for IE. Unfortunately, many materials containing race, sex, and other biases still exist and are being produced. But even these, in the hands of a sensitive and skilled facilitator, can be effective training tools. Many commercial products are designed to "stand alone," but most require adaptation to local needs and conditions by the preparation team, consultant, or other presenters.

Prospective materials must be reviewed to determine whether they match program objectives and fit cohesively into the IE program. Some mechanics of the review process have been listed by Luke (1980):

1. Preview all products, especially films, filmstrips, audiotapes, and videotapes. In these materials the message remains locked up and out of sight until matched with the proper equipment for releasing it.
2. Review enough materials to obtain a good idea of the overall product (not necessarily every component).
3. Check to make certain all the components are present. If they are not, contact the distributor immediately.

4. Carefully list all resource materials that accompany the products, and those that may be additionally required (either material or human, such as the group leader or facilitator).

All of the preparation team need not be involved in materials selection. The processes of review, selection, and adaptation of materials are lengthy, and it is difficult to estimate the amount of time necessary. But, to avoid a mismatch of materials and objectives, considerable time for selection should be arranged.

The larger time-frame decisions will probably have been made in the planning phase, but much preparation for workshop sessions is necessary in order to ensure the most effective use of time. (See Workshop Planning and Preparation Form, Appendix A.) Use of a check list for materials and equipment required for each workshop session can avoid waste of time and contribute to effective IE activities. (See Appendix F, Check List of Workshop Materials and Equipment, for example.) Other time preparations include arranging for early dismissal or substitute teachers if the inservice is to be conducted during ordinary instruction time.

Funding arrangements must also be made for substitute teacher salaries and any staff time (including clerical assistance) for which payment is necessary. Adequate preparation will necessarily involve purchase of supplies and materials, contracting for services (consultant, computer, printing, etc.), and any rental of equipment. (See sample budgets, Appendices B and C.)

Physical facilities should afford (1) a comfortable, roomy, well-lighted setting, with flexible seating and (2) accommodations for all planned large and small group activities and full use of necessary equipment and materials.

Audio-visual equipment and materials should be tried out in the prospective rooms to make sure they have enough space, good acoustics and lighting, and necessary electrical outlets, and if not projection screens, chalk boards, etc., a suitable place for portable ones.

*Publicity* includes *communication* of information to the targeted audience as well as press releases to news media. Both should be designed to build interest in the program. For the school district without full-time communications specialist, or journalism or English teacher or some other staff member with skills in writing press releases and newsletters and in dealing with media, perhaps a skilled community volunteer can be found. Or it may be worthwhile for the district to see to it that an appropriate staff member receives training in communications. Such skills are important to the schools not just in regard to IE or desegregation, but for good community relations as well.

One of the many advantages of a continuing IE program is that *follow-up* activities can be built into subsequent sessions in order to provide support and answer questions of participants as they implement new content and practice new skills. This should be done on an informal or semi-formal basis as well, as program/project staff solicit feedback and other input from participants between workshops. Preparation should be made for monitoring and ample opportunity for feedback in and out of formal sessions. One promising formal system of monitoring progress is the Concerns Based Adoption Model (CBAM) by Hall, Loucks, *et al*. (1977, 1978), with their Levels of Concern and Levels of Usage interviews. It has been demonstrated in Rand studies (McLaughlin and Marsh, 1978) that effective support activities have strong, direct, and positive effects on program outcomes.

Before any IE activities are begun, the evaluation design should be completed, instruments printed, and participants pre-tested. Preparation should also be made for gathering, interpreting, and utilizing evaluation data as the program progresses.

### 3. Implementation/Delivery

The implementation component of the WIEDS Inservice Education Process Model deals with the actual presentation of the workshops. In general, the workshop activities meet IE objectives by (1) creating or increasing awareness that innovation is needed and that something can be done to improve education in their school and district, (2) increasing knowledge of what can be done, and (3) developing or increasing skills necessary to do it.

The traditional, relatively low-cost practice of providing common IE experiences to an audience of only teachers leaves much to be desired. To improve IE in desegregated schools, total staffs as well as parents and community representatives must be involved. This presents the problems of (1) individualizing the activities so that a diversity of roles, experiences, needs, and concerns are dealt with and (2) doing this with limited time and funds. As Hall and Loucks (September, 1978) have suggested, using small homogeneous groups, designing options within an IE session, and providing school-based programs have potential for solving these problems.

Many of the concerns about strategy for effective implementation will have been dealt with during planning and preparation. During implementation there will likely be adjustments of strategy in approaches, timing, activities, and grouping. These adjustments depend upon monitoring, ongoing evaluation, and the program staff's keeping "a finger on the pulse" of the IE activities and processes. An inservice program for an innovation such as desegregation must be dynamic and adaptable to changing situations and priorities. This frequently puts heavy demands upon program staff and consultants. Experienced consultants will know this, and project staff should be prepared for it. The flexibility and work required by effective IE calls for commitment beyond mere involvement.

Follow-up activities should be discussed during implementation, either near the end of the workshop or program or wherever the subject naturally arises during the activities. More than just routine scheduling of subsequent workshops, follow-up should provide whatever formal or informal and group or individual activities necessary to apply an innovation. Such follow-up is necessary whether the innovation is curriculum content, a process (e.g., multicultural education), or a network of processes such as those to promote integration (e.g., multicultural education, improved race relations, and parental involvement). These follow-up activities are essential for adoption of the innovation and will frequently be most effective if begun during implementation and continued as a part of the application component. In follow-up, as in all implementation, specific actions, staff responsibilities, and times should be identified.

### 4. Application/Adoption

Implementation is a culmination of sorts of a great deal of planning and preparation, but it is just the beginning of application, sometimes called adoption. Application, the stage when the innovation is put into use to benefit students and staff, is a key part of the "pay-off" from the investment of planning, preparation, and resources. Even though the innovation might well show promise of promoting optimum student development and achievement, teachers and other staff might have difficulty in adopting it.

In examining issues involved in the difficulty of applying an innovation, several researchers have analyzed the application process. For example, Hall and Loucks (Summer, 1977) examined a cycle of seven levels of use (LoU) beyond "non-use" of the innovation. This is shown in Figure 4, following.

LEVELS OF USE OF THE INNOVATION

| Levels of Use | Definition of Use |
|---|---|
| 0 Nonuse | State in which the user has little or no knowledge of the innovation, no involvement with the innovation, and is doing nothing toward becoming involved. |
| Decision Point A | Takes action to learn more detailed information about the innovation. |
| I Orientation | State in which the user has recently acquired or is acquiring information about the innovation and/or has recently explored or is exploring its value orientation and its demands upon user and user system. |
| Decision Point B | Makes a decision to use the innovation by establishing a time to begin. |
| II Preparation | State in which the user is preparing for first use of the innovation. |
| Decision Point C | Changes, if any, and use are dominated by user needs. |
| III Mechanical Use | State in which the user focuses most effort on the short-term, day-to-day use of the innovation with little time for reflection. Changes in use are made more to meet user needs than client needs. The user is primarily engaged in a stepwise attempt to master the tasks required to use the innovation, often resulting in disjointed and superficial use. |
| Decision Point D-1 | A routine pattern of use is established. |
| IVA Routine | Use of the innovation is stabilized. Few, if any, changes are being made in ongoing use. Little preparation or thought is being given to improving innovation use or its consequences. |
| Decision Point D-2 | Changes use of the innovation based on formal or informal evaluation in order to increase client outcomes. |

Figure 4 - (continued next page)

| Levels of Use | Definition of Use |
|---|---|
| IVB Refinement | State in which the user varies the use of the innovation to increase the impact on clients within the immediate sphere of influence. Variations are based on knowledge of both short- and long-term consequences for clients. |
| Decision Point E | Initiates changes in use of innovation based on input of and in coordination with what colleagues are doing. |
| V Integration | State in which the user is combining own efforts to use the innovation with related activities of colleagues to achieve a collective impact on clients within their common sphere of influence. |
| Decision Point F | Begins exploring alternatives to or major modifications of the innovation presently in use. |
| VI Renewal | State in which the user reevaluates the quality of use of the innovation, seeks major modifications of or alternatives to present innovation to achieve increased impact on clients, examines new developments in the field, and explores new goals for self and the system. |

Figure 4

With LoU, the researchers are interested not only in evaluation and interpretation issues, the extent to which an innovation is actually in use and how it is being used, but also staff concerns which impede application of an innovation. With each level of use, there is a "decision point" at which the potential user's concerns may dictate an end to the process. From this and later studies, Hall and Loucks developed their Concerns Based Adoption Model (CBAM) with LoU and Stages of Concern (SoC) instruments which assist in assessing extent of use and diagnosing group and individual needs during the adoption process.

Although their study was confined to teachers' concerns, Hall and Loucks' findings are consistent with those of the WIEDS study, especially those reflected in the WIEDS Guidelines. This is evident in the following summary of key principles suggested by Hall and Loucks' research (September, 1978):

(1) It is all right to have personal concerns. Personal concerns are a very real part of the process.

(2) Pressure to attend to the teachers' concerns as well as to the innovation's technology.

(3) Within any group there is a variety of concerns. As with any group, a group of teachers are seldom at the same place at the same time.

(4) Teachers' concerns may not be the same as those of the staff developers. Staff developers probably hold their positions because they have school concerns. Early resolution of teacher concerns will help them develop school concerns.

(5) Do not expect change to be accomplished overnight. Because change is a process entailing developmental growth and learning, it will take time. One-shot workshops will not implement a program; long-term follow-up is necessary.

Even though IE activities in the implementation stage may produce an awareness of a need to change and demonstrate how change is possible ("Yes, something can be done!"), there may be concerns among the teachers and staff which impede application. Three sources of resistance may be present in any school, but perhaps especially in a newly desegregated district. These include: (1) a vested interest in the status quo, (2) a concern that the costs of innovation may outweigh the advantages, and (3) the risk of failure among a staff which understakes to improve student achievement.

Interests in maintaining the status quo as to separation of races and negative stereotypes of minority students, parents, staff, and others can weigh heavily against smooth and effective desegregation/integration and improvement of education. Examples of all three forms of resistance were encountered in the Brookover, et al. studies in desegregated urban schools (1978 and 1979). Current practices or norms are likely to represent a vested interest on the part of a school's informal leaders. These leaders' norms as to "proper behavior" may lead to or perpetuate tracking and other devices for homogenous grouping to segregate minority and/or lower socio-economic groups within a school or classroom. Widespread acceptance of integration, however, causes these informal leaders to change values or lose their roles as leaders.

Even staff members without a vested interest in the status quo may feel its effects in terms of perceived high costs of innovation compared to anticipated rewards. This second form of resistance to innovation is reflected in staff members who have concerns about being perceived as "trying too hard." Teachers and principals who significantly improve student achievement in their classrooms and schools while their peers do not, may feel pressure from their colleagues who believe that they suffer from the comparison. This kind of powerful peer pressure evidently operates frequently at the staff as well as the student level.

There are potential remedies for this and the third source of resistance. A staff that has experienced failure in trying to raise student achievement may have arrived at a rationalization that the situation is hopeless because of a variety of factors. Frequently these staff members relate a list of reasons why nothing can be done to raise student achievement. These reasons generally blame the students, parents, and the "system." This is not to say that there are not impediments over which a teacher, principal, superintendent, or other staff member may have little or no influence. It is to say that humans sometimes rationalize to protect themselves and that this evidently includes school/district staff members who do not want to take personal responsibility for low achievement (Brookover, 1978 and 1979). Many staffs have tried methods which have worked with some students (perhaps only a relative few with more motivation) and failed with other students. If the staff tries again, they risk failure again. Innovation is more likely to occur if there are reductions in the staff's perceptions of the costs of (1) giving up the security and comfort of rationalizations for failure and (2) suffering from peer pressure for not failing while colleagues do.

To help reduce these concerns, inservice implementation must make school staffs aware of what many once low-achieving schools have done to raise achievement significantly. This reinforces the concept that something can be done. But as Joyce and Showers (1980) have found, awareness and even acquisition of concepts or organized knowledge are simply not sufficient. In over 200 studies analyzed by Joyce and Showers, there is remarkable consistency in findings--that staff members learn knowledge and concepts and can generally demonstrate new skills and strategies if provided opportunities for modeling, practice, feedback and coaching. It appears that if any of the opportunities (modeling, practice, feedback, coaching) are omitted, the impact of the training will be weakened in that fewer people will progress to the application/adoption level; the only level that has significant meaning for school improvement.

The Rand Change Agent Study (Berman and McLaughlin, 1977) indicates that IE support activities improve program implementation, promote student gains, and enhance the continuation of program methods and materials. For example, classroom coaching from resource personnel can provide feedback that staffs need to make modifications and feel comfortable with an innovation.

In essence, WIEDS and other research findings emphasize the importance of follow-up assessment and support activities for the adoption of innovative awareness, knowledge, and skills, and that these follow-up activities are directly relevant in determining the effects of inservice experiences on job performance and student achievement.

### 5. Evaluation

As used in this model, evaluation is the systematic process of identifying sources of, and collecting, analyzing, and using information about, inservice education. Why evaluate inservice education anyway? There are general, valid reasons, including grant requirements and accountability of an IE staff, but this section will concentrate on the questions of "How well has the training worked?" and "How can we improve it next time?" Much of the evaluation consists of asking the right questions. A needs assessment, for example, begins by asking: "What are our needs?" "Which are most important?" and "How can we find out?" Figure 5 contains a model and definitions explaining evaluation elements with related questions and their relationship to each other.

## EVALUATION MODEL AND DEFINITIONS

Needs Assessment is the process of determining what things are needed to serve a worthy purpose. It identifies information requisite and useful for serving that purpose; assesses the extent that the identified needs are met or unmet; rates the importance of these needs; and aids in applying the findings to formulate goals and objectives, choose procedures, and assess progress.(1)

Evaluation Planning decides on and sets forth steps of the process which decides what information is required; how, when, from whom the information will be secured; and how the data will be analyzed and reported.

Process Evaluation (also called implementation or monitoring evaluation) attempts to answer the questions: "What activities/events (planned or unplanned) occurred during the program that could have an impact on the intended outcomes?"(2) and "Did the activities go as planned?"

Progress Evaluation attempts to answer the questions: "How well and to what extent are the IE program's elements meeting their objectives?"

Product Evaluation (sometimes called outcome, impact, goal attainment evaluation) is an attempt to answer the question: "What were the outcomes (intended or unintended) that can be attributed to the program's activities/events?"(2)

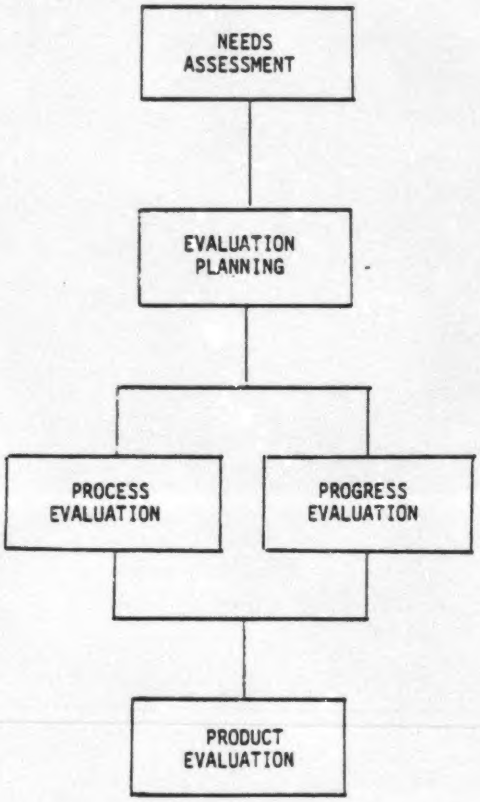


Figure 5

Model adapted from a U. S. Office of Education Evaluation Workshop (April 1974).
(1) Definition adapted from Stufflebeam (1977).
(2) Definitions adapted from Evaluation Training Consortium Workshop (March 1980).

Formative evaluation is continual throughout the IE program. Summative evaluation occurs at the end of an inservice activity, and describes its immediate results. Summative evaluation answers such questions as: What was the impact? How extensive was it? Should we do the same thing again in the same way?

Needs assessing has already been discussed in the planning component.

Further evaluation planning begins with questions based on information from the needs assessment and procedes step-by-step with additional questions as shown in the Evaluation Plan Outline (Figure 6).

EVALUATION PLAN OUTLINE
AFTER NEEDS ASSESSMENT

| | QUESTION | ACTION |
|---|---|---|
| 1 | What are the most important needs? | Setting of objectives based on goals and priorities |
| 2 | What information is needed to determine whether objectives are met (product evaluation) or being met (progress evaluation) and how efficiently (process evaluation)? | Determining information requirements |
| 3 | Where and/or from whom can this information be secured? | Identifying information sources |
| 4 | How and/or with what can we gather the information and measure effects? | Designing and/or selecting instruments |
| 5 | When will the information be gathered, processed, analyzed, and reported? | Scheduling time frame |
| 6 | What does the data mean? | Processing and analyzing data |
| 7 | Who needs to know? | Reporting results and findings |

Figure 6

Several of the evaluation questions and steps relate to measurement procedures, e.g., what is to be done, who is to do it, and when and how it will be done. Three general areas of criteria for quality measurement procedures--(1) practicality, (2) ethics, and (3) credibility--and their elements are briefly considered in Figure 7 showing Measurement Procedures Criteria.

# MEASUREMENT PROCEDURES CRITERIA

## I. PRACTICALITY

### A. Time

How much time will be required to carry out the measurement procedure?

Will instruments need to be developed?

Will staff need to be recruited and/or trained?
How much time will be required to collect, aggregate, code, analyze, and store the data?

### B. Costs

How much will it cost to develop the instrument?

How much will it cost to train staff and administer the instrument?

What scoring mechanism will be used? Hand or machine?

### C. Personnel and Politics

Who will implement the measurement procedure? Will it inconvenience them to do so?

Who will be responsible for developing the instrument?

Are there individuals or groups that might be opposed to this procedure?

What possible positive or negative effects will the measurement procedure have on the respondents? the program? the staff?

## II. ETHICS

### A. Human Rights

Does the measurement procedure violate any personal rights of privacy, equal protection, etc.?

### B. Legality

Does the measurement procedure violate any law or regulation?

### C. Confidentiality/Integrity

Will the information collected by the measurement procedure be kept as confidential and anonymous as necessary to protect human rights?

## III. CREDIBILITY

### A. Validity

Is what the procedure will measure logically related to the dimensions and evaluation questions being addressed by that measurement procedure?

Is there reason to believe that differences reflected by the data collected will reflect real differences in the awareness, knowledge, or skills about which information is sought?

### B. Realibility

How accurate is the measurement?

Will the procedure be adversely affected by any peculiar characteristics of a particular measurement setting?

Can the measurement procedure be implemented consistently from instance to instance?

Can respondents make required judgments or categorizations accurately?

### C. Objectivity

Will respondents make required judgments or categorizations honestly?

Will respondents perceive a premium for responding in a particular way?

### D. Reactivity

Will the measuring instrument 'teach' certain responses?

Will observers or recorders adversely affect what is to be measured?

Will particular demands of the measurement procedure adversely affect the object of measurement?

### E. Bias

Do respondents 'self-select'?

Will samples be representative?

Will raw data finally available for analysis be representative of only one group or point of view?

**Figure 7**

Adapted from Evaluation Training Consortium (March 1980).

99

Evaluation instruments may be secured through commercial sources or developed locally by school or district personnel, perhaps with assistance from a consultant. There are advantages and disadvantages with instruments from either source. Standardized commercial tests are usually simple to score and interpret and usually have reliability and validity information readily available, but they may not measure exactly what needs to be measured. Locally prepared instruments may be designed to meet the measurement need at hand but can be difficult to validate.

As with other components of IE, resources for evaluation are usually limited, so a variety of measurement procedures should be considered. Some procedures which do not require sophisticated or expensive instrumentation may serve the purpose, or at least, some of the purposes.* In addition to quantitative methods, measurement procedures should also include qualitative methods to broaden understanding of events and "cast a wider net," which may secure unanticipated but important data. Figure 8, "Examples of Measurement Procedures," includes examples of methods of how they work to help secure various types of information.

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*Further information on instrumentation and data sources, as well as other aspects of evaluation, can be found in S. Anderson, *et al*., *Encyclopedia of Educational Evaluation* (San Francisco: Jossey-Bass, Inc., 1975); and Daniel L. Stufflebeam, *et al*., *Educational Evaluation and Decision Making* (Itasca, Ill.: F. E. Peacock, Inc., 1971). The Evaluation Training Consortium's *Instrument Catalog* (Kalamazoo: Western Michigan University, 1980), may also be useful.

EXAMPLES OF MEASUREMENT PROCEDURES

| TYPE OF INFORMATION REQUIRED | KIND OF MEASUREMENT PROCEDURE | HOW IT WORKS |
|---|---|---|
| Behaviors, actions, or events | 1. Observe and record behaviors of others (Qualitative) | Observer records the behaviors of person(s) in a particular setting or time interval; behaviors are categorized or counted. Setting may be "natural" or simulated. Judgments of quality are not made. |
| | Examples:<br>- Observe trainees during inservice in simulations, exercises, etc.<br>- Trainers observe each other in inservice training.<br>- Analyze video-tape of team problem-solving session. | |
| | 2. Record own behaviors (Qualitative) | Respondent maintains a record of events or behaviors involving self, indicating nature of and/or time spent in activities as they transpire. |
| | Examples:<br>- Trainees keep logs during training.<br>- Trainees keep records of own performance in conducting inservice. | |
| | 3. Conduct a survey (Quantitative) | Respondent records or categorizes events, circumstances, environmental variables, etc., as they apply to self or others. Judgments are not made. |
| | Examples:<br>- Interview representatives of target audience of inservice training before training.<br>- Follow-up questionnaire administered to inservice trainees after inservice training.<br>- Interview selected participants after training programs.<br>- Administer questionnaires to non-participants.<br>- Survey district personnel (Teachers, school board, and central office staff). | |
| What person(s) think, know or feel | 4. Administer objective tests (Quantitative) | Respondent selects or generates responses to given questions intended to assess knowledge, understanding, cognitive variables. Usually self-administered. |
| | Examples:<br>- Knowledge tests administered to samples of district personnel.<br>- Objective test administered at end of inservice workshop (or pre-post). | |
| | 5. Collect self-ratings (Qualitative) | Respondent records or categorizes own opinions, attitudes, values or judgments about self. |
| | Examples:<br>- Trainees rate their knowledge and skill acquisition during, and/or right after inservice training.<br>- Trainers rate own training sessions. | |
| | 6. Collect ratings/judgments about others (Qualitative & Quantitative) | Respondent records or categorizes judgments about quality or characteristics of some event or person. NOTE: may be reflective or based on immediate observed experience. |
| | Examples:<br>- Participants rate the training during the training sessions.<br>- Trainers rate the performance of those attending the training.<br>- Evaluator rates effectiveness of trainers of inservice workshops.<br>- Trainees rate the effectiveness of inservice training immediately after training. | |

Figure 8 (continued next page)

EXAMPLES OF MEASUREMENT PROCEDURES (cont'd)

| TYPE OF INFORMATION REQUIRED | KIND OF MEASUREMENT PROCEDURE | HOW IT WORKS |
|---|---|---|
| Characteristics of tangible objects | 7. Analyze products:<br>a. a work sample<br>b. a product derived from a simulation<br>(Quantitative) | Respondent analyzes some document or product in order to determine the extent to which it contains certain elements or meets certain criteria. |
| | Examples:<br>- Analyze work samples produced by participants at inservice workshops.<br>- Analyze inservice training design(s). | |
| | 8. Analyze existing records or archives (Quantitative) | Usage reports, receipts, etc., are analyzed, counted, documented, or aggregated. |
| | Examples:<br>- Analyze attendance records of inservice training.<br>- Analyze previous records of special service staff meeting. | |
| | 9. Produce an inventory (Quantitative) | Respondent counts, measures, or categorizes certain tangible objects and records results. |
| | Examples:<br>- Make an inventory of materials used in inservice training programs.<br>- Inventory program materials deposited in wastebaskets. | |

**Figure 8**

Adapted in Evaluation Training Consortium Workshop (March 1980).

Post-assessment information gathered through various procedures can be used to measure program effectiveness and plan future activities. Post-assessment data should be diagnostic as well as objective, to increase the participants' benefits from the training they have received. Much of this benefit depends on feedback to the participant. Two-way feedback is important to IE. Responses from participants during delivery and application of the training is, of course, a primary source of evaluation data. Feedback of evaluation findings to participants, though it is less often practiced, can be quite important for reinforcement purposes. Post-assessment measures which detect positive development of participants, even when many weaknesses are also shown, can also provide valuable reinforcement (Harris, 1980).

A variety of measurement procedures discussed above may be necessary to assess impact. Several methods will probably be necessary to determine the expected and unexpected outcomes of changes in: (1) individuals' awareness, knowledge, and skills; (2) curricula; (3) organizations, systems, and institutions; and (4) adoption levels and usage.

It is frequently easier to measure impact on staff, and even parents, than upon students. In child-change IE paradigms, participants use new awareness, knowledge, and skills in the schools and, as a result, students' achievement increases. And if planning (especially needs assessing), preparation, implementation/delivery, and application/adoption have been effective, it appears that this is likely to happen. A problem arises, as Brinkerhoff has said (April, 1981), in trying to make "a valid inference that a given increment of pupil change in performance is due to an increment of inservice training...." Causes for this difficulty stem from the facts that all "measures of pupil variables are more or less imperfect" and there are a myriad of interacting factors affecting teacher and student behavior in the classroom. Brinkerhoff adds, however, that analysis of inservice in reference to a child-change paradigm "is a powerful tool for arriving at, and judging, sound inservice design," i.e., staff increases awareness, knowledge, and skills; staff uses these tools; and child-change occurs in desired ways.

Because of the many variables likely to be involved in IE training, a systems model with a multivariate approach to determining relationships between variables may be desirable. A basic schema for the Context, Input, Process and Product (CIPP) Model, pioneered by Stufflebeam, et al. (1971), is shown in Figure 9.

BASIC SYSTEMS MODEL OF EVALUATION

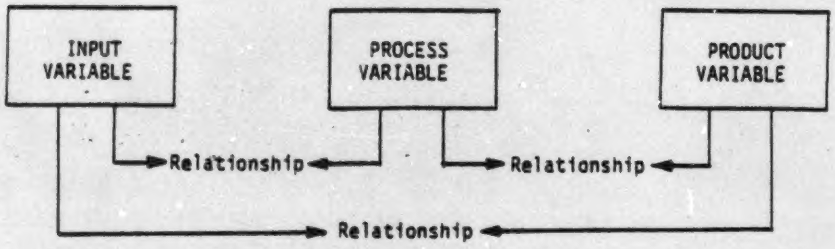

Figure 9

Questions with the CIPP model are designed to determine whether the outcome was greater (or less) when certain processes were in abundant use, limited, or lacking. Findings provide a basis for increasing, maintaining, or eliminating the selected process.

IE program evaluation is in its infancy, but there are many tools available which can be adopted and adapted by local practitioners while they develop their own approaches. Whatever approaches are used, "they should be rigorous, objective, systematic, and open-ended" (Harris, 1980).

Formats, content, and timing of evaluation reports depend generally upon their audience and purposes. An oral report may be more appropriate for a consultant or observer to present to project staff for immediate feedback. This can produce useful exchanges of views which may lead to added dimensions for findings, conclusions, and recommendation which can be presented more formally in the written report.

A written report might contain the following elements:

I. Executive Summary
   Stressing the objectives, problems, findings, and recommendations
      (May be separate from the report itself, or take the place of the Abstract)

II. Abstract
    One-page digest of the report

III. Introduction
    Purpose of the report
    Scope and limitations

IV. Description of the program evaluated

V. Statement of objectives and/or questions addressed by the evaluation

VI. Description of evaluation design, procedures, methods, and instruments

VII. Discussion of findings

VIII. Conclusions
    Sufficient data base for support

IX. Recommendations
    Based on findings and conclusions

X. Appendices
    May include instruments and charts and tables of technical data.

The introductory "purpose of the report" should explain the reasons for evaluating IE. "Hidden agendas" should be avoided; the evaluation is to provide information about the effectiveness of the program, not the participants (Griffin, 1978). The amount of detail depends upon the audience. Some audiences may be interested in some portions of the report, others in another. An appropriately detailed table of contents should be included to assist the reader in locating portions of particular interest. Essentially the same information may be reported to different audiences at different levels of specificity and level of technical language. Certainly, a report must be readable and understandable by its audiences, e.g., funding agency, school board, administrators, teachers, other staff, parents, and the community at large. Further, a press release about the IE program and its outcomes should be sent to local news media. At least as much information as goes to the media should be included in the newsletters or "special bulletins" to parents and interested community organizations, especially those whose support for and involvement in desegregation is most important.

## D. CONCLUSION

The outcomes of desegregation can be the same as the goals of inservice education in terms of broadening people's understanding, facilitating personal growth, and providing more effective education. But for the potential of desegregation to be realized, inservice training is necessary.

Inservice education cannot solve all desegregation-related problems any more than it can solve all other education-related problems. But effective inservice programs for school personnel, parents, and community representatives is essential to help: (1) prevent negative school experiences which reinforce stereotypes and prejudices, (2) provide school atmospheres which encourage learning and multicultural friendships and understanding, (3) involve parents cooperatively in their children's education, and (4) teach children to be culturally literate, preparing them for a fuller, more productive life in a multicultural society.

## E. RECOMMENDATIONS FOR FURTHER READING

Findings from the WIEDS study suggest needs for research in several significant areas. These include the following: (1) the relationship between bilingual education and integration, (2) the dynamics of multiracial integration, (3) rural and small school integration, and (4) multicultural and integration aspects involved in the education of migrant children. There are, nevertheless, many excellent resources available as guides for desegregation, multicultural education, and inservice training for most schools. Some of these resources are indicated below, grouped in those three categories.

### 1. *Desegregation and Integration*

Community Relations Service (of the) U. S. Dept. of Justice, and National Center for Quality Integrated Education. *Desegregation Without Turmoil: The Role of the Multi-Racial Community Coalition in Preparing for Smooth Transition*. New York, N.Y.: The National Conference of Christians and Jews, 1976. 45 pp.

Tells how citizen coalitions organized and led their communities through peaceful desegregation processes. Includes a discussion of coalition building, community activities, and local leadership roles, and a list of selected resources for assistance, many of which are still available.

Forehand, Garlie A., and Marjorie Ragosta. *A Handbook for Integrated Schooling*. Princeton, N. J.: Educational Testing Service, 1976. 88 pp.

This useful handbook is based on findings by these two authors and D. Rock, *Final Report: Conditions and Processes of Effective School Desegregation* (Washington, D.C.: U. S. Department of Health, Education and Welfare, 1976), which resulted from research in nearly 200 desegregated schools. Two premises for the *Handbook* grew out of the study--that schooling should and will be desegregated and that "there are positive actions that can be taken to maximize the educational benefits" of desegregated schooling. Forehand and Ragosta's guidelines can help schools be more successful in achieving integration; "successful" meaning having "positive benefits for children--benefits to their learning, their attitudes, and their effectiveness as individuals and citizens."

Foster, Gordon. "Desegregating Urban Schools: A Review of Techniques," in Harvard Educational Review, Vol. 43, No. 1, February 1973. 10 pp.

A useful critique of basic student assignment techniques.

Greenberg, Jack; Thomas F. Pettigrew; Susan Greenblatt; Walter McCann; and David Bennett. Schools and the Courts, Vol. I, Desegregation. Eugene, Oregon: ERIC Clearinghouse on Educational Management, 1979. 120 pp.

Indepth analyses of the federal courts' role in school desegregation, from four viewpoints: a plaintiff's, by Greenberg who helped argue Brown v. Board of Education before the U. S. Supreme Court; Pettigrew as an expert witness; Greenblatt and McCann as educators looking at Boston; and Deputy superintendent Bennett of Milwaukee tells what its like as a defendant.

Henderson, Ronald. "Desegregation to Integration: From a Number's Game to Quality Education," a paper presented to "Urban Education National Conference: From Desegregated Schools to Integrated Education," Milwaukee, Wisconsin, July 1979. 19 pp. Available from CEMREL, Inc., St. Louis, Missouri.

Illustrates how available desegregation research and experience can be useful in preparing for desegregation and implementing programmatic interventions to enhance integration.

Hughes, Larry W., et al. Desegregating America's Schools. New York, N.Y.: Longham, 1980. 172 pp.

Although too brief to cover all facets in depth (there is one page on inservice) this can serve as a handbook for developing a rudimentary desegregation plan. It provides historical perspective and information about techniques, but the book is most helpful for its consideration of community support, development of transportation routes, estimation of costs, anticipation of "second generation" problems and other issues often overlooked.

King, A. L. "The Impact of Desegregation and the Need for Inservice Education," in David L. Williams, Jr., ed. Research to Improve Family and School Life, Southwest Educational Development Laboratory Monograph Series, Austin, Texas: SEDL, 1981. pp. 1-26.

Reports on research which identified effects of desegregation and strategies to minimize its burdens and maximize its benefits.

National Institute of Education. School Desegregation in Metropolitan Areas: Choices and Prospects. Washington, D.C.: U. S. Department of Health, Education and Welfare, 1977. 166 pp.

Report on a two-day national conference March 1977. Provides discussions of urban and suburban desegregation issues, including not only demographic and economic factors such as housing, busing, and jobs, but also (some) attention to social and instructional matters. The tenor is favorable to metropolitan desegregation, and includes educators experienced and knowledgeable in this approach, for example, Roland *Jones (Charlotte-Mecklenberg, North Carolina), E. Lutrell Bing (Hillsborough* County, Florida), and others.

Orfield, Gary. Must We Bus: Segregated Schools and National Policy. Washington, D.C.: The Brookings Institution, 1978. 470 pp.

A well-researched and readable treatise on the question in the title. Orfield makes it clear that desegregation has many facets--legal, political, social, moral, economic, and emotional, as well as educational. He considers these facets while focusing on the question of whether desegregation negatively affects the educational achievement of white students. Citing a number of research studies, Orfield concludes that it does not. The busing controversy is put in perspective--about half of the nation's public school students ride school buses, fewer than 5% for desegregation; usually only 1 - 3% of a desegregated district's budget is for busing; it is three times safer than walking to school; and there is no demonstrable negative educational effect. Further, Orfield contends, though it is not ideal, busing is the "only solution available" until and unless residential areas are desegregated.

St. John, Nancy H. School Desegregation: Outcomes for Children. New York, N.Y.: John Wiley & Sons, 1975. 236 pp.

This is St. John's report on her review of over 120 studies concerned with academic, emotional, and social outcomes for pupils in desegregated schools. Because of the narrow range and/or methodological inadequacies of some studies, St. John concluded that "in a sense the evidence is not all in." "As implemented to date, desegregation has not rapidly closed the black-white gap in academic achievement, though it has rarely lowered and sometimes raised the scores of black children." White achievement "has been unaffected in schools that remained majority white but significantly lower in majority black schools." There is evidence that in the long run desegregation may encourage the aspiration, self-esteem, and sense of environmental control of black youth. The immediate effect of desegregation on interracial attitudes "is sometimes positive but often negative...white racism is frequently aggrevated by mixed schooling." Especially valuable is an identification of conditions which must exist if desegregation is to contribute to the development of children, e.g., the "selection and training of school staff...appears all-important."

School Desegregation: The Continuing Challenge. Cambridge, Mass.: Harvard Educational Review, 1976. 121 pp.

This is made up mostly of a critique of the "white flight" thesis of James S. Coleman. Featured are a reprinted article and correspondence from the Harvard Educational Review: Thomas F. Pettigrew and Robert L. Green, "School Desegregation in Large Cities" (Vol. 46, No. 1, February

1976, pp. 1-53), and an ensuing exchange between those authors and Coleman (Vol. 46, No. 2, May 1976, pp. 217-233). Pettigrew and Green criticize the research most frequently used by opponents of busing to support their argument and discuss the manner in which media reported (and did not report) the complicated debate. Coleman defends his research and thesis.

U. S. Commission on Civil Rights. Fulfilling the Letter and Spirit of the Law: Desegregation of the Nation's Public Schools. August 1976. 315 pp.

The Commission assesses the progress of school desegregation in various school districts in the U. S. and identifies factors that contribute to an effective desegregation program. There "is one conclusion that stands out above all others: desegregation works." Nevertheless, there are still problems, especially in large school districts. The Commission identifies "musts" to be attended to in order to build upon the progress already made in desegregation.

## 2. Multicultural Education

Banks, James A., ed. Education in the 80's: Multiethnic Education. Washington, D.C.: National Education Association, 1981. 190 pp.

Leaders in multicultural education discuss key issues in their field, including the nature of multicultural education, the societal curriculum, interactions in culturally pluralistic classrooms, the school culture and cultures of minority students, cognitive styles, language diversity, cross-cultural counseling, testing and assessment, curriculum, multiethnic education in monocultural schools, the community's role, equity, and teacher preparation and role. Also included are "action agenda" and helpful references.

________, ed. Teaching Ethnic Studies: Concepts and Strategies. National Council for the Social Studies, 43rd Yearbook, 1973. 297 pp.

Specialists on various ethnic groups, women in history, cultural pluralism, and social justice discuss significant issues related to teaching ethnic studies. Includes a chapter on "the Experience of White Ethnic Groups."

________. Teaching Strategies for Ethnic Studies. 2nd edition. Boston: Allyn and Bacon, 1979. 502 pp.

Excellent tool for beginning multicultural education in the U.S. Includes chapters on Afros, Asian, Cuban, European, Mexican, Native American, Native Hawaiian, and Puerto Rican. Banks gives content, concepts, and learning activities for primary, intermediate, and upper levels, as well as an annotated bibliography of materials and resources for each group. For a general study guide, there are: (1) a "Chronology of Key Events" for "Ethnic Groups in American History"; (2) selected films and filmstrips on groups; (3) a selected list of ethnic periodicals with addresses; and (4) criteria for evaluating the treatment of minority groups and females in curricular materials.

________, Carlos E. Cortés, Geneva Gay, Ricardo L. García, and Anne S. Ochoa. Curriculum Guidelines for Multiethnic Education. Arlington, Virginia: National Council for the Social Studies, 1976.

Useful principles and strategies for integrating the curriculum, K-12. By specialists who are among the most knowledgeable in multicultural education.

Baptiste, H. Prentice, Jr.; and Mira Lanier Baptiste. Developing the Multicultural Process in Classroom Instruction: Competencies for Teachers. Washington, D.C.: University Press of America, 1979. 245 pp.

Discusses acquisition of skills and strategies needed for making curriculum and instruction multicultural. Includes competencies, rationales, instructional objectives and activities, and assessment procedures. Useful format for inservice training.

Cortés, Carlos E., Fay Metcalf, and Sharryl Hawke. Understanding You and Them: Tips for Teaching About Ethnicity. Boulder, Colorado: ERIC Clearinghouse for Social Studies/Social Science Education, 1976. 61 pp. $3.00.

Useful for tips on integrating multicultural materials, concepts, and activities into the classroom. Suggests activities and how to identify and select appropriate materials. Includes instruments to evaluate cognitive and effective outcomes of ethnic studies. Cortés' essay, "Ethnicity in the Curriculum" is helpful in dealing with key issues.

Cortés, Carlos E. "The Societal Curriculum and the School Curriculum: Allies or Antagonists?" Educational Leadership, April 1979. pp. 475-479.

Students learn from the societal curriculum as well as that of the school. Cortés defines societal curriculum as "that massive, ongoing, informal curriculum of family, peer groups, neighborhoods, mass media, and other socializing forces that 'educate' us throughout our lives," and persuasively advocates that educators and students need to be made aware of and literate in it.

García, Ricardo L. Fostering a Pluralistic Society Through Multi-Ethnic Education. Fastback No. 107. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1978. 49 pp.

This brief work is useful as an introduction to multicultural education, clearly delineating basic concepts and issues. Limits treatment of "educational exclusion" to Blacks and Chicanos. Briefly analyzes three approaches to multicultural curriculum: (1) human rights, (2) intergroup relations, and (3) ethnic studies.

________. *Learning in Two Languages*. Fastback No. 84. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1976.

Exploratory treatment of the importance of bilingual education, discusses implications and concepts.

Iowa State Department of Public Instruction. *Multi-cultural, Non-sexist Curriculum Guidelines for Iowa Schools*. Des Moines: Iowa State Department of Public Instruction, 1975. 12 pp.
*Guide to Implementing Multicultural Non-sexist Curriculum Programs in Iowa Schools*. Des Moines: Iowa State Department of Public Instruction, July 1976. 65 pp.

More than 20 states have passed legislation, provided guidelines, or otherwise made policy statements promoting multicultural education. These two publications give detailed, substantive guidance to the implementation of policies set forth in Iowa law requiring that the curriculum in the State's schools (K-12) reflect the diversity found in the state and the nation. Together, these booklets are an example of what can be done at the state level to give school boards, administrators, teachers, and community leaders a step by step approach to designing and implementing a quality multicultural, nonsexist education program in their local schools. Discusses roles and provides model statements and procedures and an incisive self-evaluation.

King, Edith W. *Teaching Ethnic Awareness: Methods and Materials for the Elementary School*. Santa Monica, California: Goodyear, 1980. 197 pp. $9.95.

This is a balanced blend of theory, proven methods and activities, and multicultural resources; adaptable to secondary level.

Klassen, Frank H., and Donna M. Gollnick, eds. *Pluralism and the American Teacher: Issues and Case Studies*. Washington, D.C.: American Association of Colleges for Teacher Education, 1977.

This collection of papers by specialists in the field discusses multicultural aspects of preservice and inservice education.

Rodriguez, Fred, Ed Meyer, and Karen S. Erb. *Mainstreaming Multicultural Education Into Special Education: Guidelines*. A University of Kansas Project, publication funded by the Bureau for Education of the Handicapped, Washington, D.C., n.d., but 1980.

This excellent, brief work is one of the few which offers guidelines for mainstreaming multicultural education into special education. It is more than that, however, as its rationale, process, and workshop model are readily transferable to "mainstream" multicultural education.

Saville-Troike, Muriel. A Guide to Culture in the Classroom. Rosslyn, Virginia: National Clearinghouse for Bilingual Education, 1978. 67 pp.

Useful introduction to understanding cultures of minority students. Provides perspective for nature and goals of bilingual education.

Sutman, Francis X., Eleanor L. Sandstrom, and Francis Shoemaker. Educating Personnel for Bilingual Settings: Present and Future. Washington, D.C.: American Association of Colleges for Teacher Education, 1979. 92 pp. (ED 165-961)

This monograph on bilingual/multicultural education is based on the premise that there is a need to educate and prepare school personnel to work and teach in a culturally pluralistic society. Focus on such issues as (1) working models of bilingual education, (2) curriculum design and content, (3) appropriate teaching methods and strategies, and (4) evaluating teacher performance.

Valverde, Leonard. "Strategies for the Advancement of Cultural Pluralism." Phi Delta Kappan, October 1978. pp. 107-110.

Offers answers to the questions: (1) What effect is cultural pluralism having on the education of children and youth in urban school districts? (2) What needs to be done to advance the concept of cultural pluralism? Urban school districts were visited by teams which collected data through observation. These data reveal a wide variety of multicultural programs ranging from marginally to highly relevant and appropriate. Six strategies are described as important in promoting and improving multicultural programs.

## 3. Inservice Education

Hall, Gene E., and Susan F. Loucks. "A Developmental Model for Determining Whether the Treatment Is Actually Implemented." American Educational Research Journal, Vol. 14, No. 3, Summer 1977. pp. 263-276.

The concept of different Levels of Use of an innovation and its measurement are introduced and implications of this concept for research, evaluation, and change are described.

________. "Teacher Concerns as a Basis for Facilitating and Personalizing Staff Development." Teachers College Record, Volume 80, No. 1, September 1978. pp. 36-53.

The concept of Stages of (teacher) Concern about innovation is proposed as a dimension of the Concerns-Based Adoption Model that staff developers can use as an aid in diagnosing, planning, delivering, and assessing the effects of inservice education.

Harris, Ben M. *Improving Staff Performance Through In-Service Education*. Boston, Mass.: Allyn and Bacon, Inc., 1980. 406 pp.

A valuable reference; includes case studies and examples of training materials, instruments, and group and individual approaches.

Johnson, Margo. *Inservice Education: Priority for the '80s*. Syracuse: National Council of States on Inservice Education, 1980. 52 pp. Distributed by National Dissemination Center, Syracuse University, 123 Huntington Hall, Syracuse, NY 13210.

Presents a timely rationale for "reforming" IE, citing social progress, economic disruption, demographic developments, and technological advances as sources of pressure for improvement. Concludes that pressure will not abate in 1980s. Briefly discusses four state (California, Florida, Massachusetts, and Michigan) plans for IE.

King, A. L. "The Impact of Desegregation and the Need for Inservice Education," in David L. Williams, Jr., ed. *Research to Improve Family and School Life*, Southwest Educational Development Laboratory Monograph *Series*. Austin: SEDL, 1981. pp. 1-26.

Reports on successful practices in planning and conducting IE for the improvement of education in desegregated/desegregating schools.

Luke, Robert A. *Teacher-Centered In-Service Education: Planning and Products*. Washington, D.C.: National Education Association, 1980.

For teachers and others who design teacher-centered IE. Reports on research-based, field-tested materials and procedures.

McLaughlin, Milbrey Wallin, and David D. Marsh. "Staff Development and School Change." *Teachers College Record*, Columbia University, Vol. 80, No. 1, September 1978.

Reports on findings of the Rand Corporation's "change agent study" of federally funded programs. Phase one (1973-1975) addressed factors affecting initiation and implementation of local projects. Phase two (1975-1977) examined institutional and project factors influencing continuation of innovation after termination of federal funds.

"Staff Development: New Demands, New Realities, New Perspectives." *Teachers College Record*, Vol. 80, No. 1, September 1978.

This issue is composed of articles on IE for school improvement, focusing primarily on the teacher. But guest editor Ann Lieberman emphasizes a staff development approach that considers the effects of the entire staff on the individual teacher, rejecting "the idea of giving courses and workshops to...teachers in isolation from their peers and their school" (p. 1). Especially useful are articles on teacher concerns

(Hall and Loucks, see above); school change (McLaughlin and Marsh, see above); guidelines for evaluation (Gary A. Griffin); and the theory and practice of IE for school change (Lynne Miller).

115

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## APPENDICES

A. WORKSHOP PLANNING AND PREPARATION FORM

B. INSERVICE BUDGET SHEET

C. ILLUSTRATION OF A BUDGET FOR A COMPLEX UNIT OF TRAINING

D. CONSULTANT SERVICES CHECK LIST

E. CONSULTANT DATA SHEET

F. CHECK LIST FOR WORKSHOP MATERIALS AND EQUIPMENT

# APPENDIX A

## WORKSHOP PLANNING AND PREPARATION FORM

| Objectives | Activity/Content | Time | Presenter/ Facilitator | Materials | Equipment | Grouping | Evaluation |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

# APPENDIX B

## INSERVICE BUDGET SHEET

Funds Available

1. From district $__________
2. From school __________
3. From workshop participants __________
4. From other sources __________

Total Funds Available $__________

Funds Required

1. Site/Facility Rental
   - a. Rooms $__________
   - b. Taxes __________
   - c. Gratuities __________
   - d. Other __________ __________
   - Total $__________
2. Meal functions
   - a. Meals __________
   - b. Taxes __________
   - c. Gratuities __________
   - d. Other __________ __________
   - Total __________
3. Staff
   - a. Salary __________
   - b. Stipend __________
   - c. Substitute teachers __________
   - d. Travel __________
   - e. Lodging __________
   - f. Per diem __________
   - g. Other __________ __________
   - Total __________
4. Consultants
   - a. Honorarium __________
   - b. Travel __________
   - c. Lodging __________
   - d. Per diem __________
   - e. Other __________ __________
   - Total __________
5. Audio-visual equipment
   - a. __________ __________
   - b. __________ __________
   - c. __________ __________
   - Total __________
6. Materials
   - a. __________ __________
   - b. __________ __________
   - c. __________ __________
   - Total __________
7. Publicity
   - a. __________ __________
   - b. __________ __________
8. Other costs
   - a. __________ __________
   - b. __________ __________
   - c. __________ __________
   - Total __________

Total Funds Required $__________

# APPENDIX C

## ILLUSTRATION OF A BUDGET FOR A COMPLEX UNIT OF TRAINING

Number of Participants = 25

Number of Hours (Average) of Training Activity = 22

Goal: To use an observation/analysis system for self-analysis of classroom teaching so as to produce a diagnostic profile for a recorded lesson.

| | |
|---|---|
| A. To plan and organize the training program: | |
| 1. To identify and select participants'<br>correspondence selection interview, etc. 35 hrs @ $10.00 | $ 350.00 |
| 2. To undertake team planning in preparation for visiting consultant<br>meetings: 3 @ 1½ hrs each with 5 persons<br>travel: 3 × 3 × 10 miles @ 20¢ = $18.00*<br>substitute's salary: 3 × 3½ days × $20.00 = $180.00<br>staff time: 4½ hrs × 2 × $10.00 = $90.00<br>conference calls to consultant(s): $30.00* | $ 318.00 |
| 3. To finalize plans and arrangements with visiting consultant<br>travel to visit consultant: $90.00*<br>staff time with consultant: $80.88<br>staff time in local arrangements: $160.00 | $ 330.00 |
| B. To implement the training program: | |
| 4. To provide visiting consultant services for two days of group activity<br>travel: 2 trips @ $90.00 each = $180.00*<br>honorarium: 2 days plus planning @ $250.00 = $750.00* | $ 930.00 |
| 5. To provide for small practice group follow-up with staff-led seminar<br>staff time: 3 sessions, 2 hrs each = $60.00<br>substitute's salary: 25 × 3 × $15.00 (1/3 day) = $1,125.00*<br>travel for staff: 20 sessions × 10 miles × 20¢ = $40.00 | $1,225.00 |
| 6. To provide individual consultation with local staff<br>staff time: 75 hrs × $10.00 = $750.00<br>travel: 30 trips × 10 miles × 20¢ = $60.00 | $ 810.00 |
| 7. To provide materials for participants to use, including observation forms, cassette tapes, and training manuals<br>$10.00 per participant | $ 250.00* |
| C. To evaluate the outcomes of the training program<br>Contract with university extension center for interviews, observation, and group-testing sessions<br>@ $10.00 per interview × 30 = $300.00<br>@ $15.00 per observation × 50 = $750.00<br>@ $100.00 per testing session × 2 = $200.00<br>plus travel, fees, computer services, etc., $1,680.00 | $2,930.00* |
| D. To provide logistical support in the form of typing, reproduction, use of equipment, postage, and related services | $ 850.00 |
| Total Estimated Cost of Operation | $7,993.00 |
| Total Excess Cost* | $5,553.00 |

Excess cost per training hour: $252.41
Excess cost per trainee hour: $ 10.10

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* Excess cost excludes staff time, staff travel within the district, and all logistical support.

* Note: No costs for trainee time are included in any of the calculations in this exhibit.

Source: Harris, 1980.

## APPENDIX D

## CONSULTANT SERVICES CHECK LIST

I. School ______________________________.

II. School/District Liaison person ______________________________.

III. Workshop or other consulting activity ______________________________.

IV. Consultant ______________________________.

______________________________
Address

______________________________
Phone

V. Contact, brief, and schedule consultant.

A. Agreement on services and honorarium (letter to follow).

B. Vita and social security number.

C. Travel arrangements.

D. Lodging arrangements.

E. Information about services.
Needs assessment, objectives, date(s), etc.

F. Equipment and material needed.

G. Evaluation.

VI. Performance of services.

VII. Evaluation of consultant by

A. School/District

B. Participants

VIII. Follow Through.

A. Consultant's evaluation of process and activities.

B. Plan any future activities.

C. Payment to consultant.

## APPENDIX E

### CONSULTANT DATA SHEET

I. NAME:

II. QUALIFICATIONS:

III. WORK EXPERIENCE:

IV. AREA(S) OF EXPERTISE:

V. TOPIC OF PRESENTATION:

VI. METHOD(S) OF PRESENTATION:

VII. FEE:

VIII. AGENCY:

IX. LOCATION/ADDRESS:

X. PHONE NUMBER(S):

132

## APPENDIX F

## CHECK LIST FOR WORKSHOP MATERIALS AND EQUIPMENT

LOCATION/SITE________________________________________

TYPE OF WORKSHOP_____________________________________

WORKSHOP DATE________________________________________

DATE MATERIALS NEEDED________________________________

NAME TAGS _____

PROGRAMS _____

NEWSPRINT _____

MASKING TAPE _____

3 x 5 CARDS _____

THUMB TACKS _____

STRAIGHT PINS _____

FELT TIP PENS _____

FELT TIP MARKERS _____ COLORS ______________________________

NEWS RELEASE FORMS _____

EVALUATION FORMS _____

STIPEND, REGISTRATION, OTHER SIGN-UP FORMS _____

PENCILS _____

| AUDIO-VISUAL EQUIPMENT | MATERIALS AND OTHER |
|---|---|
| ______________________________ | ______________________________ |
| ______________________________ | ______________________________ |
| ______________________________ | ______________________________ |
| ______________________________ | ______________________________ |